Health Education, Grade 6

(a) Introduction.

(1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.

(2) There are essential skills that repeat throughout the six strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies. In addition, areas in the standards related to abuse, neglect, violence, loss, grief, trauma, and suicide may directly affect some students in the classroom. Should the educator recognize signs of discomfort with instruction in these areas, students should be referred to the appropriate resource, identified ahead of such instruction, for additional help and support.

(3) Students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

(A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.

(B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.

(C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply

critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.

(D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying prevention, first aid, and identification of safe and unsafe situations creates empowered and educated students who are able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.

(E) The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and other trusted adults.

(F) Beginning in Grade 4, students learn about changes associated with adolescent development in the reproductive and sexual health strand. In subsequent grade levels, students identify the purpose of these changes and their role in fertilization and reproduction. Students learn the characteristics of healthy and unhealthy relationships and how to use communication and refusal skills to set personal boundaries in dating/romantic relationships. Students also identify how to respond to sexual harassment and abuse.

(4) An integral part of health education involves educators being aware of state laws relevant to human sexuality instruction. These laws include affirming:

(A) a local school district's control over the provision of human sexuality instruction to ensure that local community values are reflected in that instruction (Texas Education Code (TEC) §28.004(e)-(h));

(B) the right of a parent or legal guardian to be informed of the provision of human sexuality instruction to their child and review the content of that instruction (TEC §28.004(i)-(j));

(C) the right of a parent or legal guardian to remove their child from any portion of human sexuality instruction without penalty to the child (TEC §28.004(i));

(D) the centrality of abstinence education in any human sexuality curriculum (TEC §28.004(e)); and

(E) the right of a parent or legal guardian to be informed of and consent to an abortion performed on their pregnant child (with judicially authorized or medical emergency exceptions) (Texas Family Code, Chapter 33).

(5) Educators also should be aware of and abide by the statutory prohibition on taxpayer resource transactions between state governmental entities, including public schools, and abortion providers or an affiliate of an abortion provider (Texas Government Code, Chapter 2272).

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(7) Students should first seek guidance in the area of health from a parent or legal guardian.

(b) Knowledge and Skills Statements

(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.

(A) explain how to maintain the healthy status of body systems.

Breakouts

(i) explain how to maintain the healthy status of body systems

(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:

(A) compare immediate and long-term effects of personal health care choices such as personal and dental hygiene;

Breakouts

(i) compare immediate and long-term effects of personal health care choices

(B) develop criteria for evaluating the validity of health information and sources;

Breakouts

(i) develop criteria for evaluating the validity of health information

(ii) develop criteria for evaluating the validity of health sources

(C) describe ways to demonstrate decision-making skills based on health information;

Breakouts

(i) describe ways to demonstrate decision-making skills based on health information

(D) identify current health-related issues and recommendations or guidelines;

Breakouts

(i) identify current health-related issues

(ii) identify current health-related recommendations or guidelines

(E) explain the role of preventive health measures, immunizations, and treatment such as wellness exams and dental check-ups in disease prevention;

Breakouts

(i) explain the role of preventive health measures in disease prevention

(ii) explain the role of preventive immunizations in disease prevention

(iii) explain the role of preventive treatment in disease prevention

(F) describe actions that should be taken when illness occurs, including asthma, diabetes, and epilepsy; and

Breakouts

(i) describe actions that should be taken when illness occurs, including asthma

(ii) describe actions that should be taken when illness occurs, including diabetes

(iii) describe actions that should be taken when illness occurs, including epilepsy

(G) describe and recognize the signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.

Breakouts

(i) describe the signs of vector-borne illnesses

(ii) describe the symptoms of vector-borne illnesses

(iii) describe the treatments of vector-borne illnesses

(iv) recognize the signs of vector-borne illnesses

(v) recognize the symptoms of vector-borne illnesses

(vi) recognize the treatments of vector-borne illnesses

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(A) demonstrate healthy methods for communicating emotions in a variety of scenarios;

Breakouts

(i) demonstrate healthy methods for communicating emotions in a variety of scenarios

(B) assess and demonstrate healthy ways of responding to conflict;

Breakouts

(i) assess healthy ways of responding to conflict

(ii) demonstrate healthy ways of responding to conflict

(C) differentiate between positive and negative peer influence;

Breakouts

(i) differentiate between positive and negative peer influence

(D) describe methods for communicating important issues with and understanding perspectives of parents and peers;

Breakouts

(i) describe methods for communicating important issues with parents

(ii) describe methods for communicating important issues with peers

(iii) describe methods for understanding perspectives of parents

(iv) describe methods for understanding perspectives peers

(E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios; and

Breakouts

(i) discuss how to listen [to] others' feelings in a variety of scenarios

(ii) discuss how to listen [to] others' perspectives in a variety of scenarios

(iii) discuss how to respect others' feelings in a variety of scenarios

(iv) discuss how to respect others' perspectives in a variety of scenarios

(v) demonstrate how to listen [to] others' feelings in a variety of scenarios

(vi) demonstrate how to listen [to] others' perspectives in a variety of scenarios

(vii) demonstrate how to respect others' feelings in a variety of scenarios

(viii) demonstrate how to respect others' perspectives in a variety of scenarios

(F) identify strategies for using non-violent conflict resolution skills.

Breakouts

(i) identify strategies for using non-violent conflict resolution skills

(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:

(A) identify how physical and social changes impact self-esteem;

Breakouts

(i) identify how physical changes impact self-esteem

(ii) identify how social changes impact self-esteem

(B) identify possible health benefits of setting and implementing long-term personal goals;

Breakouts

(i) identify possible health benefits of setting long-term personal goals

(ii) identify possible health benefits of implementing long-term personal goals

(C) create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and

Breakouts

(i) create personal life goals that one wishes to achieve

(ii) discuss personal life goals that one wishes to achieve

(iii) consider the financial impact of graduating from high school

(iv) consider the financial impact of having a full-time job

(v) consider the financial impact of waiting until marriage if one plans to have children

(D) explain the steps in the decision-making process and the importance of following the steps.

Breakouts

(i) explain the steps in the decision-making process

(ii) explain the importance of following the steps [of the decision-making process]

(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:

(A) identify and discuss how adolescent brain development influences emotions, decision making, and logic; and

Breakouts

(i) identify how adolescent brain development influences emotions

(ii) identify how adolescent brain development influences decision making

(iii) identify how adolescent brain development influences logic

(iv) discuss how adolescent brain development influences emotions

(v) discuss how adolescent brain development influences decision making

(vi) discuss how adolescent brain development influences logic

(B) relate physical environmental factors such as school climate and availability of resources to individual, family, and community health.

Breakouts

(i) relate physical environmental factors to individual health

(ii) relate physical environmental factors to family health

(iii) relate physical environmental factors to community health

(6) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:

(A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others;

Breakouts

(i) examine the outcomes of healthy methods for managing challenges related to long-term health conditions of self

(ii) examine the outcomes of healthy methods for managing challenges related to long-term health conditions of others

(iii) examine the outcomes of unhealthy methods for managing challenges related to long-term health conditions of self

(iv) examine the outcomes of unhealthy methods for managing challenges related to long-term health conditions of others

(B) identify and describe lifetime strategies for managing conditions that impact learning such as attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, dysgraphia, and sensory issues;

Breakouts

(i) identify lifetime strategies for managing conditions that impact learning

(ii) describe lifetime strategies for managing conditions that impact learning

(C) identify how to respond positively to develop resiliency;

Breakouts

(i) identify how to respond positively to develop resiliency

(D) describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;

Breakouts

(i) describe healthy self-management strategies for stress

(ii) describe healthy self-management strategies for anxiety

(iii) describe healthy self-management strategies for depression

(iv) describe healthy self-management strategies for trauma

(v) describe healthy self-management strategies for loss

(vi) describe healthy self-management strategies for grief

(vii) describe unhealthy self-management strategies for stress

(viii) describe unhealthy self-management strategies for anxiety

(ix) describe unhealthy self-management strategies for depression

(x) describe unhealthy self-management strategies for trauma

(xi) describe unhealthy self-management strategies for loss

(xii) describe unhealthy self-management strategies for grief

(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;

Breakouts

(i) identify causes associated with disordered eating

(ii) identify causes associated with eating disorders

(iii) identify effects associated with disordered eating

(iv) identify effects associated with eating disorders

(v) identify the importance of seeking help from a parent or other trusted adult for oneself or others related to disordered eating

(F) discuss the suicide risk and suicide protective factors as identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or other trusted adult if one observes the warning signs in self or others;

Breakouts

(i) discuss the suicide risk factors as identified by the Centers for Disease Control and Prevention (CDC)

(ii) discuss the suicide protective factors as identified by the Centers for Disease Control and Prevention (CDC)

(iii) discuss the importance of telling a parent or other trusted adult if one observes the warning signs [of suicide] in self or another

(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

Breakouts

(i) explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions

(H) identify suicide prevention resources such as the National Suicide Prevention Hotline.

Breakouts

(i) identify suicide prevention resources

(7) Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:

(A) define micronutrients, including calcium and iron, and their recommended daily allowances;

Breakouts

(i) define micronutrients, including calcium

(ii) define micronutrients, including iron,

(iii) define recommended daily allowances [for micronutrients, including calcium]

(iv) define recommended daily allowances [for micronutrients, including iron]

(B) compare and contrast common food labels and menus for nutritional content and calories;

Breakouts

(i) compare and contrast common food labels for nutritional content

(ii) compare and contrast common food labels for calories

(iii) compare and contrast common menus for nutritional content

(iv) compare and contrast common menus for calories

(C) describe healthy and unhealthy dietary practices;

Breakouts

(i) describe healthy dietary practices

(ii) describe unhealthy dietary practices

(D) explain the importance of a realistic personal dietary plan; and

Breakouts

(i) explain the importance of a realistic personal dietary plan

(E) evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned vegetables.

Breakouts

(i) evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium

(8) Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:

(A) identify the CDC guidelines for daily physical activity throughout the lifespan; and

Breakouts

(i) identify the CDC guidelines for daily physical activity throughout the lifespan

(B) analyze the benefits of regular physical activity on mental, physical, and social health.

Breakouts

(i) analyze the benefits of regular physical activity on mental health

(ii) analyze the benefits of regular physical activity on physical health

(iii) analyze the benefits of regular physical activity on social health

(9) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:

(A) 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

Breakouts

(i) make a variety of healthy personal food choices

(ii) develop short-term goals to achieve appropriate levels of physical activity

(iii) develop short-term goals to improve personal physical fitness levels

(iv) develop long-term goals to achieve appropriate levels of physical activity

(v) develop long-term goals to improve personal physical fitness levels

(B) explain the role of media and technology in influencing individual and community health related to physical activity and nutritional choices.

Breakouts

(i) explain the role of media in influencing individual health related to physical activity

(ii) explain the role of media in influencing individual health related to nutritional choices

(iii) explain the role of media in influencing community health related to physical activity

(iv) explain the role of media in influencing community health related to nutritional choices

(v) explain the role of technology in influencing individual health related to physical activity

(vi) explain the role of technology in influencing individual health related to nutritional choices

(vii) explain the role of technology in influencing community health related to physical activity

(viii) explain the role of technology in influencing community health related to nutritional choices

(10) Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:

(A) analyze the impact of moderate physical activity and dietary choices on the prevention of obesity, heart disease, and diabetes;

Breakouts

(i) analyze the impact of moderate physical activity on the prevention of obesity

(ii) analyze the impact of moderate physical activity on the prevention of heart disease

(iii) analyze the impact of moderate physical activity on the prevention of diabetes

(iv) analyze the impact of dietary choices on the prevention of obesity

(v) analyze the impact of dietary choices on the prevention of heart disease

(vi) analyze the impact of dietary choices on the prevention of diabetes

(B) identify strategies to adopt healthy behaviors to reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes;

Breakouts

(i) identify strategies to adopt healthy behaviors to reduce the likelihood of developing chronic conditions

(C) analyze internal and external factors that influence healthy eating and physical activity behaviors; and

Breakouts

(i) analyze internal factors that influence healthy eating behaviors

(ii) analyze internal factors that influence healthy physical activity behaviors

(iii) analyze external factors that influence healthy eating behaviors

(iv) analyze external factors that influence healthy physical activity behaviors

(D) discuss the nutritional differences between preparing and serving fresh or minimally processed foods and commercially prepared or highly processed foods.

Breakouts

(i) discuss the nutritional differences between preparing and serving fresh or minimally processed foods and commercially prepared or highly processed foods

(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.

(A) describe basic first-aid procedures.

Breakouts

(i) describe basic first-aid procedures

(12) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:

(A) discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking;

Breakouts

(i) discuss strategies for avoiding violence

(ii) discuss strategies for avoiding gangs

(iii) discuss strategies for avoiding weapons

(iv) discuss strategies for avoiding human trafficking

(v) demonstrate strategies for avoiding violence

(vi) demonstrate strategies for avoiding gangs

(vii) demonstrate strategies for avoiding weapons

(viii) demonstrate strategies for avoiding human trafficking

(B) define safe haven and identify dedicated safe haven locations in the community;

Breakouts

(i) define safe haven

(ii) identify dedicated safe haven locations in the community

(C) describe the dangers associated with a variety of weapons;

Breakouts

(i) describe the dangers associated with a variety of weapons

(D) explain the importance of complying with rules prohibiting possession of weapons ; and

Breakouts

(i) explain the importance of complying with rules prohibiting possession of weapons

(E) create a personal safety plan.

Breakouts

(i) create a personal safety plan

(13) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:

(A) discuss appropriate personal digital and online communication boundaries;

Breakouts

(i) discuss appropriate personal digital communication boundaries

(ii) discuss appropriate personal online communication boundaries

(B) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

Breakouts

(i) develop strategies to resist inappropriate digital communication

(ii) develop strategies to resist inappropriate online communication

(C) discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

Breakouts

(i) discuss consequences resulting from inappropriate digital communication

(ii) discuss consequences resulting from inappropriate online communication

(iii) analyze consequences resulting from inappropriate digital communication

(iv) analyze consequences resulting from inappropriate online communication

(D) discuss strategies and techniques for identity protection in digital and online environments;

Breakouts

(i) discuss strategies for identity protection in digital environments

(ii) discuss strategies for identity protection in online environments

(iii) discuss techniques for identity protection in digital environments

(iv) discuss techniques for identity protection in online environments

(E) identify how technology is used to recruit or manipulate potential victims of sex trafficking; and

Breakouts

(i) identify how technology is used to recruit or manipulate potential victims of sex trafficking

(F) identify the current legal consequences of cyberbullying and inappropriate digital and online communication.

Breakouts

(i) identify the current legal consequences of cyberbullying

(ii) identify the current legal consequences of inappropriate digital communication

(iii) identify the current legal consequences inappropriate online communication

(14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

(A) identify how exposure to family violence can influence behavior and the importance of reporting suspected abuse;

Breakouts

(i) identify how exposure to family violence can influence behavior

(ii) identify the importance of reporting suspected abuse

(B) assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school;

Breakouts

(i) assess healthy ways of responding to bullying, including behavior that takes place at school

(ii) assess healthy ways of responding to cyberbullying, including behavior that takes place at school

(iii) assess healthy ways of discouraging bullying, including behavior that takes place at school

(iv) assess healthy ways of discouraging cyberbullying, including behavior that takes place at school

(v) assess appropriate ways of responding to bullying, including behavior that takes place at school

(vi) assess appropriate ways of responding to cyberbullying, including behavior that takes place at school

(vii) assess appropriate ways of discouraging bullying, including behavior that takes place at school

(viii) assess appropriate ways of discouraging cyberbullying, including behavior that takes place at school

(C) analyze the impact that bullying has on both victims and bullies;

Breakouts

(i) analyze the impact that bullying has on victims

(ii) analyze the impact that bullying has on bullies

(D) identify strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual; and

Breakouts

(i) identify strategies for prevention of all forms of bullying

(ii) identify strategies for prevention of all forms of cyberbullying

(iii) identify strategies for intervention of all forms of bullying

(iv) identify strategies for intervention of all forms of cyberbullying

(E) discuss ways to seek the input of parents and other trusted adults in problem solving issues relating to violence and bullying.

Breakouts

(i) discuss ways to seek the input of parents in problem solving issues relating to violence

(ii) discuss ways to seek the input of parents in problem solving issues relating to bullying

(iii) discuss ways to seek the input of other trusted adults in problem solving issues relating to violence

(iv) discuss ways to seek the input of other trusted adults in problem solving issues relating to bullying

(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:

(A) describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each;

Breakouts

(i) describe the misuse of prescription drugs, including combining drugs

(ii) describe the misuse of over-the-counter drugs, including combining drugs

(iii) describe the abuse of prescription drugs, including combining drugs

(iv) describe the abuse of over-the-counter drugs, including combining drugs

(v) describe the dangers associated with [the misuse of prescription drugs, including combining drugs]

(vi) describe the dangers associated with [the misuse of over-the-counter drugs, including combining drugs]

(vii) describe the dangers associated with [the abuse of prescription drugs, including combining drugs]

(viii) describe the dangers associated with [the abuse of over-the-counter drugs, including combining drugs]

(B) compare and contrast examples of prescription and over-the-counter drug labels;

Breakouts

(i) compare and contrast examples of prescription and over-the-counter drug labels

(C) identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs; and

Breakouts

(i) identify practices used to safely store prescription drugs

(ii) identify practices used to safely store over-the-counter drugs

(iii) identify practices used to properly dispose of prescription drugs

(iv) identify practices used to properly dispose of over-the-counter drugs

(v) describe practices used to safely store prescription drugs

(vi) describe practices used to safely store over-the-counter drugs

(vii) describe practices used to properly dispose of prescription drugs

(viii) describe practices used to properly dispose of over-the-counter drugs

(D) describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances.

Breakouts

(i) describe substance abuse

(ii) describe addiction to alcohol

(iii) describe addiction to vaping products

(iv) describe addiction to tobacco

(v) describe addiction to other drugs

(vi) describe addiction to dangerous substances

(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:

(A) describe the short- and long-term health consequences of prescription and over-the- counter drug misuse and substance use disorders; and

Breakouts

(i) describe the short-term health consequences of prescription drug misuse

(ii) describe the short-term health consequences of over-the-counter drug misuse

(iii) describe the short-term health consequences of substance use disorders

(iv) describe the long-term health consequences of prescription drug misuse

(v) describe the long-term health consequences of over-the-counter drug misuse

(vi) describe the long-term health consequences of substance use disorders

(B) discuss the legal consequences related to the use, misuse, and possession of drugs, including prescription drugs.

Breakouts

(i) discuss the legal consequences related to the use of drugs, including prescription drugs

(ii) discuss the legal consequences related to the misuse of drugs, including prescription drugs

(iii) discuss the legal consequences related to the possession of drugs, including prescription drugs

(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:

(A) identify ways to report a suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult;

Breakouts

(i) identify ways to report a suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult

(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;

Breakouts

(i) identify signs of alcohol use

(ii) identify signs of tobacco use

(iii) identify signs of drug use, including prescription drugs

(iv) identify signs of other substance use

(v) identify signs of alcohol misuse

(vi) identify signs of tobacco misuse

(vii) identify signs of drug misuse, including prescription drugs

(viii) identify signs of other substance misuse

(ix) identify symptoms of alcohol use

(x) identify symptoms of tobacco use

(xi) identify symptoms of drug use, including prescription drugs

(xii) identify symptoms of other substance use

(xiii) identify symptoms of alcohol misuse

(xiv) identify symptoms of tobacco misuse

(xv) identify symptoms of drug misuse, including prescription drugs

(xvi) identify symptoms of other substance misuse

(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.

Breakouts

(i) identify examples of who to get help [from] related to unsafe situations regarding the use of alcohol

(ii) identify examples of who to get help [from] related to unsafe situations regarding the use of tobacco

(iii) identify examples of who to get help [from] related to unsafe situations regarding the use of drugs, including prescription drugs

(iv) identify examples of who to get help [from] related to unsafe situations regarding the use of other substances

(v) identify examples of who to get help [from] related to unsafe situations regarding the misuse of alcohol

(vi) identify examples of who to get help [from] related to unsafe situations regarding the misuse of tobacco

(vii) identify examples of who to get help [from] related to unsafe situations regarding the misuse of drugs, including prescription drugs

(viii) identify examples of who to get help [from] related to unsafe situations regarding the misuse of other substances

(ix) identify examples of when to get help related to unsafe situations regarding the use of alcohol

(x) identify examples of when to get help related to unsafe situations regarding the use of tobacco

(xi) identify examples of when to get help related to unsafe situations regarding the use of drugs, including prescription drugs

(xii) identify examples of when to get help related to unsafe situations regarding the use of other substances

(xiii) identify examples of when to get help related to unsafe situations regarding the misuse of alcohol

(xiv) identify examples of when to get help related to unsafe situations regarding the misuse of tobacco

(xv) identify examples of when to get help related to unsafe situations regarding the misuse of drugs, including prescription drugs

(xvi) identify examples of when to get help related to unsafe situations regarding the misuse of other substances

(xvii) identify examples of where to get help related to unsafe situations regarding the use of alcohol

(xviii) identify examples of where to get help related to unsafe situations regarding the use of tobacco

(xix) identify examples of where to get help related to unsafe situations regarding the use of drugs, including prescription drugs

(xx) identify examples of where to get help related to unsafe situations regarding the use of other substances

(xxi) identify examples of where to get help related to unsafe situations regarding the misuse of alcohol

(xxii) identify examples of where to get help related to unsafe situations regarding the misuse of tobacco

(xxiii) identify examples of where to get help related to unsafe situations regarding the misuse of drugs, including prescription drugs

(xxiv) identify examples of where to get help related to unsafe situations regarding the misuse of other substances

(xxv) identify examples of how to get help related to unsafe situations regarding the use of alcohol

(xxvi) identify examples of how to get help related to unsafe situations regarding the use of tobacco

(xxvii) identify examples of how to get help related to unsafe situations regarding the use of drugs, including prescription drugs

(xxviii) identify examples of how to get help related to unsafe situations regarding the use of other substances

(xxix) identify examples of how to get help related to unsafe situations regarding the misuse of alcohol

(xxx) identify examples of how to get help related to unsafe situations regarding the misuse of tobacco

(xxxi) identify examples of how to get help related to unsafe situations regarding the misuse of drugs, including prescription drugs

(xxxii) identify examples of how to get help related to unsafe situations regarding the misuse of other substances

(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:

(A) explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs;

Breakouts

(i) explain the impact of peer influence on decision making regarding the use of alcohol

(ii) explain the impact of peer influence on decision making regarding the use of tobacco

(iii) explain the impact of peer influence on decision making regarding the use of other drugs

(B) describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use;

Breakouts

(i) describe methods for differentiating between positive and negative relationships that can influence alcohol use

(ii) describe methods for differentiating between positive and negative relationships that can influence tobacco use

(iii) describe methods for differentiating between positive and negative relationships that can influence other drug use

(C) identify physical and social influences on alcohol, tobacco, and other drug use behaviors; and

Breakouts

(i) identify physical influences on alcohol use behaviors

(ii) identify physical influences on tobacco use behaviors

(iii) identify physical influences on other drug use behaviors

(iv) identify social influences on alcohol use behaviors

(v) identify social influences on tobacco use behaviors

(vi) identify social influences on other drug use behaviors

(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.

Breakouts

(i) explain the relationships between alcohol, tobacco, drugs, and other substances

(ii) explain the role [alcohol] can play in unsafe situations

(iii) explain the role [tobacco] can play in unsafe situations

(iv) explain the role [drugs] can play in unsafe situations

(v) explain the role [other substances] can play in unsafe situations

(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:

(A) identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances;

Breakouts

(i) identify ways to prevent or avoid the use of alcohol

(ii) identify ways to prevent or avoid the use of tobacco

(iii) identify ways to prevent or avoid the use of drugs

(iv) identify ways to prevent or avoid the use of other substances

(B) demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present; and

Breakouts

(i) demonstrate refusal skills in various scenarios where alcohol may be present

(ii) demonstrate refusal skills in various scenarios where tobacco may be present

(iii) demonstrate refusal skills in various scenarios where other drugs may be present

(C) identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids.

Breakouts

(i) identify strategies for avoiding alcohol

(ii) identify strategies for avoiding tobacco

(iii) identify strategies for avoiding other drugs, including opioids

(iv) describe strategies for avoiding alcohol

(v) describe strategies for avoiding tobacco

(vi) describe strategies for avoiding other drugs, including opioids

(20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:

(A) define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage;

Breakouts

(i) define friendship

(ii) define infatuation

(iii) define dating/romantic relationships

(iv) define marriage

(v) distinguish between friendship, infatuation, dating/romantic relationships, and marriage

(B) describe how friendships provide a foundation for healthy dating/romantic relationships;

Breakouts

(i) describe how friendships provide a foundation for healthy dating/romantic relationships

(C) list healthy ways to express friendship, affection, and love;

Breakouts

(i) list healthy ways to express friendship

(ii) list healthy ways to express affection

(iii) list healthy ways to express love

(D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility;

Breakouts

(i) describe characteristics of healthy dating/romantic relationships, including sharing

(ii) describe characteristics of healthy dating/romantic relationships, including kindness

(iii) describe characteristics of healthy dating/romantic relationships, including honesty

(iv) describe characteristics of healthy dating/romantic relationships, including respect

(v) describe characteristics of healthy dating/romantic relationships, including trust

(vi) describe characteristics of healthy dating/romantic relationships, including patience

(vii) describe characteristics of healthy dating/romantic relationships, including communication

(viii) describe characteristics of healthy dating/romantic relationships, including compatibility

(ix) describe characteristics of healthy marriage, including sharing

(x) describe characteristics of healthy marriage, including kindness

(xi) describe characteristics of healthy marriage, including honesty

(xii) describe characteristics of healthy marriage, including respect

(xiii) describe characteristics of healthy marriage, including trust

(xiv) describe characteristics of healthy marriage, including patience

(xv) describe characteristics of healthy marriage, including communication

(xvi) describe characteristics of healthy marriage, including compatibility

(E) explain that each person in a dating/romantic relationship should be treated with dignity and respect; and

Breakouts

(i) explain that each person in a dating/romantic relationship should be treated with dignity

(ii) explain that each person in a dating/romantic relationship should be treated with respect

(F) describe how healthy marriages can contribute to healthy families and communities.

Breakouts

(i) describe how healthy marriages can contribute to healthy families

(ii) describe how healthy marriages can contribute to healthy communities

(21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:

(A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse;

Breakouts

(i) identify that physical abuse [is a] form of abuse

(ii) identify that emotional abuse [is a] form of abuse

(iii) identify that sexual abuse [is a] form of abuse

(iv) identify that exploitation [is a] form of abuse

(B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;

Breakouts

(i) identify the social impacts of sexual harassment

(ii) identify the social impacts of sexual abuse

(iii) identify the social impacts of sexual assault

(iv) identify the social impacts of sex trafficking

(v) identify the emotional impacts of sexual harassment

(vi) identify the emotional impacts of sexual abuse

(vii) identify the emotional impacts of sexual assault

(viii) identify the emotional impacts of sex trafficking

(C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;

Breakouts

(i) list the characteristics of unhealthy or harmful relationships, including anger

(ii) list the characteristics of unhealthy or harmful relationships, including controlling behavior

(iii) list the characteristics of unhealthy or harmful relationships, including jealousy

(iv) list the characteristics of unhealthy or harmful relationships, including manipulation

(v) list the characteristics of unhealthy or harmful relationships, including isolation

(D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;

Breakouts

(i) identify ways of reporting suspected sexual abuse involving self or others

(E) explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;

Breakouts

(i) explain how a healthy sense of self promote[s] healthy dating/romantic relationships

(ii) explain how making decisions about safe boundaries promote[s] healthy dating/romantic relationships

(iii) explain how making decisions about safe limits promote[s] healthy dating/romantic relationships

(iv) explain how respecting decisions about safe boundaries promote[s] healthy dating/romantic relationships

(v) explain how a respecting decisions about safe limits promote[s] healthy dating/romantic relationships

(F) identify communication and refusal skills and how they can be applied in dating/romantic relationships; and

Breakouts

(i) identify communication skills

(ii) identify refusal skills

(iii) identify how [communication skills] can be applied in dating/romantic relationships

(iv) identify how [refusal skills] can be applied in dating/romantic relationships

(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.

Breakouts

(i) explain the importance of clearly communicating personal boundaries

(ii) explain the importance of respecting personal boundaries

(iii) explain the importance of using refusal skills related to physical intimacy

(22) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:

(A) describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals;

Breakouts

(i) describe changes in male anatomy during puberty

(ii) describe changes in male physiology during puberty

(iii) describe changes in female anatomy during puberty

(iv) describe changes in female physiology during puberty

(v) describe how rates of development can vary between individuals

(vi) describe how patterns of development can vary between individuals

(B) describe the process, characteristics, and variations of the menstrual cycle;

Breakouts

(i) describe the process of the menstrual cycle

(ii) describe the characteristics of the menstrual cycle

(iii) describe the variations of the menstrual cycle

(C) analyze the role of hormones related to growth and development and personal health;

Breakouts

(i) analyze the role of hormones related to growth

(ii) analyze the role of hormones related to development

(iii) analyze the role of hormones related to personal health

(D) describe the cellular process of fertilization in human reproduction; and

Breakouts

(i) describe the cellular process of fertilization in human reproduction

(E) explain significant milestones of fetal development.

Breakouts

(i) explain significant milestones of fetal development

(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:

(A) identify teen pregnancy as a possible outcome of sexual activity;

Breakouts

(i) identify teen pregnancy as a possible outcome of sexual activity

(B) identify life goals that one wishes to achieve prior to becoming a parent;

Breakouts

(i) identify life goals that one wishes to achieve prior to becoming a parent

(C) define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity;

Breakouts

(i) define sexually transmitted infections (STIs) as infections that are spread through sex or sexual activity

(ii) define sexually transmitted diseases (STDs) as diseases that are spread through sex or sexual activity

(D) identify what emotional risks are associated with sexual activity between unmarried persons of school age;

Breakouts

(i) identify what emotional risks are associated with sexual activity between unmarried persons of school age

(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;

Breakouts

(i) define abstinence as refraining from all forms of sexual activity between individuals

(ii) define abstinence as refraining from all forms of genital contact between individuals

(iii) discuss the importance of seeking support from parents to be abstinent

(iv) discuss the importance of seeking support from other trusted adults to be abstinent

(v) discuss the importance of seeking support from peers to be abstinent

(F) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;

Breakouts

(i) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age

(G) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity;

Breakouts

(i) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy

(ii) identify why abstinence from sexual activity is the only method that is 100% effective in preventing STDs/STIs, including human immunodeficiency virus (HIV)

(iii) identify why abstinence from sexual activity is the only method that is 100% effective in preventing STDs/STIs, including acquired immunodeficiency syndrome (AIDS)

(iv) identify the emotional risks associated with adolescent sexual activity

(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

Breakouts

(i) list the benefits of abstinence from sexual activity

(I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault.

Breakouts

(i) explain how laws protect victims of sexual harassment

(ii) explain how laws protect victims of sexual abuse

(iii) explain how laws protect victims of sexual assault