ATTACHMENT II
Text of Proposed Amendments to 19 TAC

Chapter 115. Texas Essential Knowledge and Skills for Health Education

Subchapter A. Elementary

§115.2. Health Education, Kindergarten.

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) Kindergarten students are taught basic factors that contribute to health literacy. Students learn about their bodies and the behaviors necessary to protect them and keep them healthy. Students also understand how to seek help from parents and other trusted adults.

(b) Knowledge and skills.

(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:

(A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands;

(B) identify types of foods that help the body grow such as healthy breakfast foods and snacks; and

(C) identify types of exercise and active play that are good for the body.

(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:

(A) identify the purpose of protective equipment such as a seat belt and a bicycle helmet;

(B) identify safe and unsafe places to play such as a back yard and a street;

(C) name the harmful effects of tobacco, alcohol, and other drugs;

(D) identify ways to avoid harming oneself or another person;

(E) practice safety rules during physical activity such as water safety and bike safety;

(F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;

(G) demonstrate procedures for responding to emergencies including dialing 911; and

(H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.

(3) Health behaviors. The student demonstrates decision-making skills for making health-promoting decisions. The student is expected to:

(A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems; and

(B) plan a healthy meal and/or snack.

(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:

(A) name the five senses;

(B) name major body parts and their functions; and

(C) name and demonstrate good posture principles such as standing straight with shoulders back.

(5) Health information. The student understands how to recognize health information. The student is expected to:

(A) name people who can provide helpful health information such as parents, doctors, teachers, and nurses; and

(B) explain the importance of health information.

(6) Influencing factors. The student understands the difference between being sick and being healthy. The student is expected to:

(A) tell how germs cause illness and disease in people of all ages;

(B) name symptoms of common illnesses and diseases;

(C) explain practices used to control the spread of germs such as washing hands; and

(D) discuss basic parts of the body's defense system against germs such as the skin.

(7) Influencing factors. The student understands that various factors influence personal health. The student is expected to:

(A) tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool; and

(B) identify ways to prevent the transmission of head lice such as sharing brushes and caps.

(8) Personal/interpersonal skills. The student understands ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) recognize and describe individual differences and communicate appropriately and respectfully with all individuals;

(B) explain the importance of showing consideration and respect for teachers, [~~parents, grandparents, other~~] family members, friends, peers, and other individuals; and

(C) recognize and explain the importance of manners and rules for healthy communication and treating others with respect .

(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:

(A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and

(B) demonstrate skills for making new acquaintances.

(10) Personal/interpersonal skills. The student understands that bullying behaviors result in unhealthy conditions throughout the life span. The student is expected to:

(A) identify bullying behaviors;

(B) identify replacement behaviors to avoid bullying friends, family members, and peers;

(C) demonstrate how to get help from a teacher, parent, or trusted adult in solving problems and conflicts with peers; and

(D) describe appropriate actions to take in response to bullying.

§115.3. Health Education, Grade 1.

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In Grade 1, students learn more about their bodies and how to care for themselves. Students also begin to learn that relationships exist between behaviors and health, and that there are community helpers such as nurses and doctors who help them stay healthy. In Grade 1, students also learn skills to help them make friends, resolve conflicts, and solve problems.

(b) Knowledge and skills.

(1) Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:

(A) describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise; and

(B) describe activities that are provided by health care professionals such as medical check-up and dental exams.

(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:

(A) identify and use protective equipment to prevent injury;

(B) name safe play environments;

(C) explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs;

(D) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;

(E) identify safety rules that help to prevent poisoning;

(F) identify and describe safe bicycle skills;

(G) identify and practice safety rules during play; and

(H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.

(3) Health behaviors. The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

(A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems;

(B) describe how decisions can be reached and problems can be solved; and

(C) explain the importance of goal setting and task completion.

(4) Health information. The student understands the basic structure and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) identify and demonstrate use of the five senses;

(B) identify major body structures and organs and describes their basic functions; and

(C) identify and apply principles of good posture for healthy growth and development.

(5) Health information. The student recognizes health information. The student is expected to:

(A) identify people who can provide helpful health information such as parents, teachers, nurses, and physicians; and

(B) list ways health information can be used such as knowing how to brush teeth properly.

(6) Health information. The student recognizes the influence of media and technology on health behaviors. The student is expected to:

(A) identify examples of health information provided by various media; and

(B) cite examples of how media and technology can affect behaviors such as television, computers, and video games.

(7) Influencing factors. The student understands the difference between sickness and health in people of all ages. The student is expected to:

(A) name types of germs that cause illness and disease;

(B) identify common illnesses and diseases and their symptoms; and

(C) explain common practices that control the way germs are spread.

(8) Influencing factors. The student understands factors that influence the health of an individual. The student is expected to:

(A) name various members of his/her family who help them to promote and practice health habits; and

(B) describe ways in which a person's health may be affected by weather and pollution.

(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) demonstrate respectful communication;

(B) list unique ways that individuals use to communicate such as using body language and gestures;

(C) express needs, wants, and emotions in appropriate ways; [~~and~~]

(D) describe and practice techniques of self-control such as thinking before acting ; [~~.~~]

(E) list ways of actively discouraging bullying; and

(F) practice refusal skills and replacement behaviors to avoid and resolve conflicts.

(10) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:

(A) describe ways to build and maintain friendships; and

(B) practice refusal skills to avoid and resolve conflicts.

(11) Personal/interpersonal skills. The student understands that bullying behaviors result in negative consequences throughout the life span. The student is expected to:

(A) demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe by a peer or an adult; and

(B) describe negative consequences for both the victim and the bully.

§115.4. Health Education, Grade 2.

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In Grade 2, students learn age-appropriate skills to help them stay healthy and safe. Students are taught, in a basic way, that there are external factors that influence our health, and that the students can take responsibility for protecting their health. Students are taught ways to communicate in a healthy way with friends, families, and classmates.

(b) Knowledge and skills.

(1) Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:

(A) explain actions an individual can take when not feeling well;

(B) describe and demonstrate personal health habits such as brushing and flossing teeth and exercise;

(C) identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities;

(D) identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices;

(E) define stress and describe healthy behaviors that reduce stress such as exercise;

(F) describe the importance of individual health maintenance activities such as regular medical and dental checkups; and

(G) describe how a healthy diet can help protect the body against some diseases.

(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:

(A) identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body;

(B) identify ways to avoid deliberate and accidental injuries;

(C) explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming;

(D) explain the importance of avoiding dangerous substances;

(E) explain ways to avoid weapons and report the presence of weapons to an adult; and

(F) identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult.

(3) Health information. The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;

(B) identify the major organs of the body such as the heart, lungs, and brain and describe their primary function; and

(C) identify the major systems of the body.

(4) Health information. The student understands the difference between sickness and health in persons of all ages. The student is expected to:

(A) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;

(B) identify causes of disease other than germs such as allergies and heart disease;

(C) explain how the body provides protection from disease; and

(D) apply practices to control spread of germs in daily life such as hand washing and skin care.

(5) Health information. The student recognizes factors that influence the health of an individual. The student is expected to:

(A) identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;

(B) describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays; and

(C) identify personal responsibilities as a family member in promoting and practicing health behaviors.

(6) Health information. The student understands how to recognize health information. The student is expected to:

(A) identify people who can provide health information; and

(B) identify various media that provide health information.

(7) Influencing factors. The student recognizes the influence of media and technology on personal health. The student is expected to:

(A) describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals; and

(B) discuss how personal health care products have been improved by technology such as sunblock and safety equipment.

(8) Influencing factors. The student understands how relationships influence personal health. The student is expected to:

(A) describe how friends can influence a person's health; and

(B) recognize unsafe requests made by friends such as playing in the street.

(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:

(A) identify characteristics needed to be a responsible family member or friend;

(B) list and demonstrate good listening skills; and

(C) demonstrate refusal skills.

(10) Personal/interpersonal skills. The student understands healthy <u>and appropriate</u> ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) describe how to effectively communicate;

(B) express needs, wants, and emotions in healthy ways; [~~and~~]

(C) explain the benefits of practicing self-control ; [.]

(D) describe how to effectively respond to bullying of oneself or others; and

(E) explain the benefits of treating friends, teachers, family members, and peers with respect.

(11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:

(A) explain steps in the decision-making process and the importance of following the steps;

(B) describe how personal-health decisions affect self and others;

(C) list the steps and describe the importance of task completion and goal setting; and

(D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.

(12) Personal/interpersonal skills. The student understands that bullying behaviors result in negative consequences throughout the life span. The student is expected to:

(A) identify negative consequences that result from bullying behaviors; and

(B) identify ways to respond when made to feel uncomfortable or unsafe.

§115.5. Health Education, Grade 3.

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In Grade 3, students build on the knowledge and skills learned in the second grade. In addition to students learning health knowledge that can help them improve or maintain health habits, students begin to learn about body systems, growth and development, and the relationship between health and the environment. Students are also introduced to interpersonal skills that they will use to communicate and interact with friends and family.

(b) Knowledge and skills.

(1) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to:

(A) explain how personal-health habits affect self and others;

(B) describe ways to improve personal fitness;

(C) identify types of nutrients;

(D) describe food combinations in a balanced diet such as a food pyramid;

(E) explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music; and

(F) explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.

(2) Health behaviors. The student recognizes and performs behaviors that reduce health risks throughout the life span. The student is expected to:

(A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;

(B) describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them;

(C) identify reasons for avoiding violence, gangs, weapons and drugs;

(D) identify examples of abuse and describe appropriate responses; and

(E) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.

(3) Health behaviors. The student knows and engages in behaviors that prevent disease and speed recovery from illness. The student is expected to:

(A) identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease;

(B) explain the body's defense systems and how they fight disease; and

(C) explain actions to take when illness occurs such as informing parents/adults.

(4) Health information. The student names the basic structures and functions of the human body and explains how they relate to personal health throughout the life span. The student is expected to:

(A) list and explain the stages of growth and development;

(B) name and locate major components of the body systems; and

(C) explain the interrelationships of the body systems.

(5) Health information. The student knows how to access health information. The student is expected to:

(A) demonstrate the ability to locate resources from parents and family members, school, and the community; and

(B) demonstrate the ability to locate school and community health helpers.

(6) Influencing factors. The student understands factors that influence individual and community health. The student is expected to:

(A) relate how protecting the environment promotes individual and community health;

(B) identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness;

(C) identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws; and

(D) describe roles and responsibilities of family members in promoting and practicing health behaviors.

(7) Influencing factors. The student comprehends ways in which media and technology influence individual and community health. The student is expected to:

(A) describe how the media can influence knowledge and health behaviors; and

(B) identify ways in which health care has improved as a result of technology.

(8) Personal/interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:

(A) distinguish between positive and negative peer pressures and their effects on personal health behaviors; and

(B) describe ways in which peers and families can work together to build a healthy community.

(9) Personal/interpersonal skills. The student uses social skills in building and maintaining healthy and respectful relationships. The student is expected to:

(A) demonstrate effective verbal and nonverbal communication , including when responding to a bullying issue ;

(B) demonstrate strategies for resolving conflicts;

(C) explain how to be a good friend;

(D) demonstrate effective listening skills;

(E) identify ways to communicate with parents/trusted adults about health concerns; [~~and~~]

(F) demonstrate refusal skills ; and [~~.~~]

(G) describe ways to help build self-esteem for oneself, friends, and others.

(10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) demonstrate respectful communication with family members, peers, teachers, and others;

(B) describe the mental-health value of respectful communication such as reducing the potential for angry behavior; and

(C) express needs, wants, and emotions in healthy ways.

(11) Personal/interpersonal skills. The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

(A) practice critical-thinking skills when making health decisions;

(B) gather data to help make informed health choices;

(C) explain the positive and negative consequences of making a health-related choice;

(D) explain the importance of seeking assistance in making decisions about health;

(E) practice assertive communication and refusal skills;

(F) describe goal-setting skills; and

(G) explain the importance of time passage with respect to a goal.

§115.6. Health Education, Grade 4.

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In addition to learning age-specific health information on a variety of health topics, students in Grade 4 learn how their behaviors affect their body systems. Students are taught the consequences

of unsafe behaviors, and how to protect themselves from harm. Students also learn the value and use of social skills in dealing with peer pressure, communicating effectively, and assisting in forming healthy social relationships.

(b) Knowledge and skills.

(1) Health information. The student recognizes ways to enhance and maintain health throughout the life span. The student is expected to:

(A) identify the benefits of six major nutrients contained in foods;

(B) identify information on menus and food labels;

(C) differentiate between aerobic and anaerobic exercise;

(D) explain the physical, mental, and social benefits of fitness;

(E) explain how sleep affects academic performance; and

(F) identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety.

(2) Health information. The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) describe how health behaviors affect body systems; and

(B) describe the basic function of major body systems such as the circulatory and digestive systems.

(3) Health information. The student knows how to access health information. The student is expected to:

(A) identify characteristics of health information; and

(B) describe the importance of accessing health information through a variety of health resources.

(4) Health behaviors. The student understands and engages in behaviors that reduce health risks throughout the life span. The student is expected to:

(A) identify the use and abuse of prescription and non-prescription medication such as over-the-counter;

(B) explain the similarities of and the differences between medications and street drugs/substances;

(C) describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences;

(D) identify ways to avoid drugs and list alternatives for the use of drugs and other substances;

(E) explain how to develop a home-safety and emergency response plan such as fire safety;

(F) identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home; and

(G) identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.

(5) Health behavior. The student comprehends and practices behaviors that prevent disease and speed recovery from illness. The student is expected to:

(A) set personal-health goals for preventing illness;

(B) identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi;

(C) discuss ways in which prevention and transmission of disease are affected by individual behaviors; and

(D) distinguish between communicable and noncommunicable diseases.

(6) Influencing factors. The student comprehends factors that influence individual, family, and community health. The student is expected to:

(A) identify similarities in which healthy environments can be promoted in homes, schools, and communities; and

(B) explain the importance of a community environmental health plan.

(7) Influencing factors. The student comprehends ways in which the media and technology can influence individual and community health. The student is expected to:

(A) explain how the media can influence health behaviors; and

(B) describe ways technology can influence health.

(8) Personal/interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:

(A) explain the influence of peer pressure on an individual's social and emotional health; and

(B) describe the importance of being a positive role model for health.

(9) Personal/interpersonal skills. The student uses social skills for building and maintaining healthy relationships throughout the life span. The student is expected to:

(A) describe the qualities of a good friend;

(B) explain steps in conflict resolution;

(C) explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted;

(D) demonstrate healthy ways of gaining attention;

(E) identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions;

(F) analyze strengths and weaknesses in personal communication skills;

(G) identify positive and negative characteristics of social groups such as gangs, clubs, and cliques; and

(H) demonstrate refusal skills.

(10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf;

(B) describe healthy ways of responding to disrespectful behavior; and

(C) describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.

(11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

(A) explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems;

(B) explain the advantages of setting short and long-term goals;

(C) describe the importance of parental guidance and other trusted adults in goal setting;

(D) explain the dangers of yielding to peer pressures by assessing risks/consequences; and

(E) describe steps in decision making and problem solving.

(12) Bullying prevention. The student uses social skills for building and maintaining respectful relationships throughout the life span. The student is expected to:

(A) describe the characteristics of a bully;

(B) demonstrate appropriate ways to deal with disrespectful behavior;

(C) explain the difference between assertive behavior and aggressive behavior;

(D) describe the negative impact bullying has on both the victim and the bully; and

(E) demonstrate consideration when interacting with individuals who communicate in unique ways such as someone who has a speech impediment, someone who does not speak English, or someone who has an exceptionally high vocabulary.

§115.7. Health Education, Grade 5.

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In addition to age-appropriate information about personal health habits, students in Grade 5 are taught about the human body and the changes that come with puberty. Students are taught how to maintain healthy body systems and prevent disease. Students also learn how technology and the media influence personal health and how to apply problem-solving skills to improve or protect their health.

(b) Knowledge and skills.

(1) Health information. The student knows ways to enhance and maintain personal health throughout the life span. The student is expected to:

(A) examine and analyze food labels and menus for nutritional content;

(B) apply information from the food guide pyramid to making healthy food choices;

(C) identify foods that are sources of one or more of the six major nutrients;

(D) calculate the relationship between caloric intake and energy expenditure;

(E) differentiate between health-related and skill-related physical activities; and

(F) analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety.

(2) Health information. The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) describe the structure, functions, and interdependence of major body systems; and

(B) identify and describe changes in male and female anatomy that occur during puberty.

(3) Health information. The student knows how to utilize health information. The student is expected to:

(A) describe methods of accessing health information; and

(B) demonstrate ways to communicate health information such as posters, videos, and brochures.

(4) Health behaviors. The student recognizes behaviors that prevent disease and speed recovery from illness. The student is expected to:

(A) explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs;

(B) relate the importance of immunizations in disease prevention;

(C) distinguish between myth and fact related to disease and disease prevention;

(D) list the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold; and

(E) explain how to manage common minor illnesses such as colds and skin infections.

(5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span. The student is expected to:

(A) describe the use and abuse of prescription and non-prescription medications such as over-the-counter;

(B) compare and contrast the effects of medications and street drugs;

(C) analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences;

(D) identify and describe alternatives to drug and substance use;

(E) demonstrate strategies for preventing and responding to deliberate and accidental injuries;

(F) explain strategies for avoiding violence, gangs, weapons and drugs;

(G) describe response procedures for emergency situations;

(H) describe the value of seeking advice from parents and educational personnel about unsafe behaviors; and

(I) explain the impact of neglect and abuse.

(6) Influencing factors. The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships. The student is expected to:

(A) distinguish between healthy and harmful influences of friends and others;

(B) describe the characteristics of healthy and unhealthy friendships;

(C) identify ways to enhance personal communication skills;

(D) analyze respectful ways to communicate with family, adults, and peers;

(E) demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English;

(F) apply and practice strategies for self-control; and

(G) describe strategies for stress management.

(7) Influencing factors. The student comprehends ways in which media and technology influence individual and community health. The student is expected to:

(A) research the effect of media on health-promoting behaviors; and

(B) identify the use of health-related technology in the school such as audiometry and the Internet.

(8) Influencing factors. The student knows how various factors influence individual, family, and community health throughout the life span. The student is expected to:

(A) explain the importance of communication skills as a major influence on the social and emotional health of the individual and family;

(B) describe daily and weekly activities that promote the health of a family;

(C) describe how a safe school environment relates to a healthy community; and

(D) identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging.

(9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions. The student is expected to:

(A) describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor;

(B) assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving;

(C) utilize critical thinking in decision making and problem solving;

(D) describe benefits in setting and implementing short and long-term goals;

(E) explain the necessity of perseverance to achieve goals; and

(F) explain the importance of parent/trusted adult guidance in goal setting.

(10) Bullying prevention. The student understands positive bystander prevention strategies in helping to maintain positive relationships and respect. The student is expected to:

(A) analyze respectful ways to communicate with friends, family, teachers, and others;

(B) describe appropriate ways to address bullying on behalf of a friend or peer;

(C) explain the differences among teasing, joking, playing around, and bullying;

(D) identify methods available through which to report bullying; and

(E) describe the difference between reporting and tattling.