

## Chapter 115. Texas Essential Knowledge and Skills for Health Education

### Subchapter C. High School

Statutory Authority: The provisions of this Subchapter C issued under Texas Education Code, §7.102(c)(4) and



- (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))
  - (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~~ 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



- (B) create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment; and
  - (C) describe the ramifications of bullying behavior.
- (13) Alcohol, tobacco, and other drugs use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) examine examples of drug labels to determine the drug category and intended use;
  - (B) identify and describe the importance of the safe storage and proper disposal of prescription and over-the-counter drugs; and
  - (C) develop strategies for preventing the misuse of prescription and over-the-counter drugs, including recognizing the negative effects of combining drugs.
- (14) Alcohol, tobacco, and other drugs short and long term impacts. The student identifies and analyzes the short and long term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to describe the interrelatedness of alcohol and other drugs to health problems.

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- (I) analyze the effectiveness and the risks and failure rates (humanity rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy; and
- (J) explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity.

Source: The provisions of this §138 adopted to be effective August 1, 2022, 47 TexReg 4516.

§115.39. Health II (OneHalf Credit), Adopted 2020.

- (a) General requirements. Students shall be awarded half credit for successful completion of this course. Recommended prerequisite: Health I. This course is recommended for students in Grades 9-
- (b) 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 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 will 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 empowers 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 regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflict 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 students 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 informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, and other drugs, including the use, misuse, and physiological effects; short-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for help from parents and other trusted adults.
  - (F) In the reproductive and sexual health strand, students identify the characteristics of healthy and unhealthy relationships and learn to use communication and refusal skills to set personal boundaries and develop strategies for responding to sexual harassment and abuse. Students describe the changes associated with adolescent development and explain the process of fertilization, fetal development, and the importance of prenatal care. Students also learn that sexual abstinence until marriage is the only 100% effective means of avoiding unplanned pregnancies and sexually transmitted diseases/sexually transmitted infections (STDs/STIs) as well as the legal, financial, and social issues associated with sexual health and reproduction.
- (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(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));
  - (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 procedure.

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- (8) ~~Healthy eating and physical activity~~ nutrition and physical activity literacy. The student will obtain, process, and understand basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:
  - (A) analyze the progress of ~~short~~ and long-term goals in achieving appropriate levels of physical activity, improving personal physical fitness levels, and making healthy personal food choices; and
  - (B) analyze marketing and advertising techniques in health product and service promotion.
- (9) ~~Healthy eating and physical activity~~ risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and ~~physical~~ activity. The student is expected to:
  - (A) research and discuss the social and economic impact of chronic conditions, including obesity, heart disease, and diabetes; and
  - (B) create a plan for accessing community and digital resources that can ~~assist~~ <sup>assist</sup> in developing healthy eating and physical activity behaviors.
- (10) ~~Injury and violence prevention and safety~~ safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to discuss ~~risky~~ <sup>risky</sup> behaviors, including driving under the influence and distracted driving, and their associated consequences.
- (11) ~~Injury and violence prevention and safety~~ healthy home, school, and community climate. The student understands ~~the individual, community, and societal~~ <sup>the individual, community, and societal</sup> factors that influence health. ~~(a) 5 (b) 6 (c) 6 (d) 6 (e) 6 (f) 6 (g) 6 (h) 6 (i) 6 (j) 6 (k) 6 (l) 6 (m) 6 (n) 6 (o) 6 (p) 6 (q) 6 (r) 6 (s) 6 (t) 6 (u) 6 (v) 6 (w) 6 (x) 6 (y) 6 (z) 6 (aa) 6 (ab) 6 (ac) 6 (ad) 6 (ae) 6 (af) 6 (ag) 6 (ah) 6 (ai) 6 (aj) 6 (ak) 6 (al) 6 (am) 6 (an) 6 (ao) 6 (ap) 6 (aq) 6 (ar) 6 (as) 6 (at) 6 (au) 6 (av) 6 (aw) 6 (ax) 6 (ay) 6 (az) 6 (ba) 6 (bb) 6 (bc) 6 (bd) 6 (be) 6 (bf) 6 (bg) 6 (bh) 6 (bi) 6 (bj) 6 (bk) 6 (bl) 6 (bm) 6 (bn) 6 (bo) 6 (bp) 6 (bq) 6 (br) 6 (bs) 6 (bt) 6 (bu) 6 (bv) 6 (bw) 6 (bx) 6 (by) 6 (bz) 6 (ca) 6 (cb) 6 (cc) 6 (cd) 6 (ce) 6 (cf) 6 (cg) 6 (ch) 6 (ci) 6 (cj) 6 (ck) 6 (cl) 6 (cm) 6 (cn) 6 (co) 6 (cp) 6 (cq) 6 (cr) 6 (cs) 6 (ct) 6 (cu) 6 (cv) 6 (cw) 6 (cx) 6 (cy) 6 (cz) 6 (da) 6 (db) 6 (dc) 6 (dd) 6 (de) 6 (df) 6 (dg) 6 (dh) 6 (di) 6 (dj) 6 (dk) 6 (dl) 6 (dm) 6 (dn) 6 (do) 6 (dp) 6 (dq) 6 (dr) 6 (ds) 6 (dt) 6 (du) 6 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- (C) identify individual and community protective factors and skills that prevent substance





- (C) analyze key components of insurance, including copay and deductible;
  - (D) describe different ways to pay for health care, including paying cash, health savings accounts, and flexible spending accounts; and
  - (E) interpret the components of a medical bill such as explanation of benefits (EOB).
- (4) Health literacy-health consumerism. The student identifies the proper use of medications and becomes familiar with the effects of pharmaceuticals. The student is expected to:
- (A) compare and contrast the differences between generic and name-brand medications;
  - (B) identify cost differentials of similar medications and the risk of medication errors.

- (C) differentiate between credible and false health information on the internet and social media;
- (D)

- (C) describe the connection between mental health and the increase in homelessness and incarceration; and
- (D) analyze the impact of social stigma on accessing mental health services, including barriers to treatment.

(13)