



Health TEKS by Lesson

Grades K–5



Kindergarten

TEKS	Student Expectation	Health Lessons
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 name the five senses.		
115.12.b.1.A	name the five senses.	Safety and Accident Prevention: Protecting My Five Senses
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:		
115.12.b.2.A	name people who can provide health care guidance such as parents, family members, other trusted adults, teachers, and health care professionals;	General Health: What Is Healthy Help?
115.12.b.2.B	identify personal hygiene and health habits that help individuals stay healthy such as hand washing and brushing teeth;	General Health: Exploring My Health
		General Health: What Is a Healthy Behavior?
		Healthy Practices and Hygiene: Hygiene Skills
		Healthy Practices and Hygiene: What Is Exercise?
		Healthy Practices and Hygiene: Introducing the Importance of Sleep
		Disease and Illness Prevention: Staying Healthy
115.12.b.2.C	discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and	Healthy Practices and Hygiene: Hygiene Skills
		Disease and Illness Prevention: Cold and Flu
		Health Toolbox: How Vaccines Work
		Disease and Illness Prevention: What Is Medicine?
		Health Toolbox: Immune System Boosters
115.12.b.2.D	identify head lice and biting insects that may cause illness and their proper removal and care.	Health Toolbox: All About Lice
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:		
115.12.b.3.A	identify their own feelings and emotions;	Social Behavior: Using Kind Words
		Mental Health and Wellness: What Are Emotions?
		Mental Health and Wellness: When I Feel Worried
		Mental Health and Wellness: How Do I Feel?
		General Health: Exploring My Health

Kindergarten

TEKS	Student Expectation	Health Lessons
115.12.b.3.B	describe and practice calming and self-management strategies;	Social Behavior: Using Kind Words
		Mental Health and Wellness: When I Feel Worried
		Mental Health and Wellness: Controlling Myself
115.12.b.3.C	discuss how friends can influence a person's behavior;	Social Behavior: What are Healthy Relationships?
		Social Behavior: Using Kind Words
115.12.b.3.D	demonstrate skills for making new acquaintances;	Social Behavior: Making New Friends
		Social Behavior: What are Healthy Relationships?
115.12.b.3.E	demonstrate respect and communicate appropriately with individuals; and	Social Behavior: Learning to Listen
		Social Behavior: Making New Friends
		Social Behavior: What are Healthy Relationships?
		Social Behavior: Using Kind Words
115.12.b.3.F	identify and practice ways to solve conflicts with a friend.	Social Behavior: What are Healthy Relationships?
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:		
115.12.b.4.A	describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness; and	Social Behavior: What are Healthy Relationships?
		Mental Health and Wellness: How Do I Feel?
		General Health: Exploring My Health
115.12.b.4.B	discuss the meaning of goals and identify at least one health-related goal.	Responsible Decision Making: Discovering Short and Long-Term Goals
		Healthy Practices and Hygiene: Hygiene Skills
5. Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to discuss how to treat peers with different learning needs with dignity.		
115.12.b.5.A	discuss how to treat peers with different learning needs with dignity.	Social Behavior: What are Healthy Relationships?

Kindergarten

TEKS	Student Expectation	Health Lessons
6. Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:		
115.12.b.6.A	demonstrate an understanding that the human body is composed mostly of water and explain the importance of drinking water daily;	General Health: What Is a Healthy Behavior?
		General Health: Exploring My Health
115.12.b.6.B	identify healthy portion sizes for common food items;	Healthy Eating and Nutrition: Food and My Body
		Healthy Eating and Nutrition: Eating Habits
115.12.b.6.C	identify types of foods that help the body grow, including fruits and vegetables, dairy, and protein; and	General Health: What Is a Healthy Behavior?
		Healthy Eating and Nutrition: Food and My Body
		Healthy Eating and Nutrition: Eating Habits
115.12.b.6.D	identify healthy and unhealthy snack choices.	General Health: What Is a Healthy Behavior?
		Healthy Eating and Nutrition: Can I Eat Anything I Want?
		Healthy Eating and Nutrition: Eating Habits
7. Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:		
115.12.b.7.A	describe basic facts of food allergy safety such as not sharing food and explain the importance of respecting others who have allergies; and	Healthy Eating and Nutrition: Can I Eat Anything I Want?
115.12.b.7.B	identify habits that help individuals stay healthy such as getting the proper amount of sleep and daily physical activity.	General Health: Exploring My Health
		Healthy Practices and Hygiene: Introducing the Importance of Sleep
		Healthy Eating and Nutrition: Eating Habits
		Disease and Illness Prevention: Staying Healthy

Kindergarten

TEKS	Student Expectation	Health Lessons
8. 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:		
115.12.b.8.A	discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911; and	General Health: What Is an Emergency?
115.12.b.8.B	identify the purpose and demonstrate the proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.	General Health: What Is a Healthy Behavior?
		Safety and Accident Prevention: Helmets and Seatbelts
		Safety and Accident Prevention: Safe Play
		Safety and Accident Prevention: Protecting My Five Senses
9. Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:		
115.12.b.9.A	identify roles and characteristics of a trusted adult;	General Health: What Is an Emergency?
115.12.b.9.B	identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations; and	Safety and Accident Prevention: What Is Personal Safety?
115.12.b.9.C	identify personal space and appropriate boundaries.	Safety and Accident Prevention: What Is Personal Safety?
10. Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:		
115.12.b.10.A	name safe play environments;	Safety and Accident Prevention: Safe Play
		Safety and Accident Prevention: Protecting My Five Senses
115.12.b.10.B	name objects that may be dangerous such as knives, scissors, and screwdrivers and explain how they can be harmful;	Safety and Accident Prevention: What Is Personal Safety?
		Safety and Accident Prevention: Protecting My Five Senses
115.12.b.10.C	recall personal home address as part of a personal safety plan.	General Health: What Is an Emergency?
		Safety and Accident Prevention: What Is Personal Safety?
11. Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.		
115.12.b.11.A	identify situations when one should get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.	Responsible Decision Making: Explore - Getting Help with Online Safety

Kindergarten

TEKS	Student Expectation	Health Lessons
12. Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:		
115.12.b.12.A	identify bullying behaviors and the role of the bystander;	Social Behavior: What are Healthy Relationships?
115.12.b.12.B	identify ways to discourage bullying;	Social Behavior: What are Healthy Relationships?
115.12.b.12.C	describe appropriate actions to take in response to bullying such as telling a parent or another trusted adult; and	Social Behavior: What are Healthy Relationships?
115.12.b.12.D	explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.	Safety and Accident Prevention: What Is Personal Safety?
13. Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:		
115.12.b.13.A	discuss the proper usage of medications; and	Disease and Illness Prevention: What Is Medicine?
115.12.b.13.B	discuss the harmful effects of alcohol, tobacco, and drugs on physical health.	Healthy Eating and Nutrition: Harmful Effects
14. 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 identify refusal skills and how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs.		
115.12.b.14.A	identify refusal skills and how to get help from a parent or another trusted adult in unsafe situations involving the use or misuse of alcohol, tobacco, and other drugs.	Healthy Eating and Nutrition: Harmful Effects

First Grade

TEKS	Student Expectation	Health Lessons
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 demonstrate use of the five senses.		
115.13.b.1.A	demonstrate use of the five senses.	Health Toolbox: Explore the Five Senses
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:		
115.13.b.2.A	identify types of health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings;	General Health: Who Is a Healthy Helper? Disease and Illness Prevention: What Is a Checkup? - Going Deeper
115.13.b.2.B	describe personal hygiene and health habits that enhance individual health such as personal hygiene, oral hygiene, and getting enough sleep;	Healthy Practices and Hygiene: Skeletal, Muscular, Circulatory, and Respiratory Systems Healthy Practices and Hygiene: How to Brush Disease and Illness Prevention: Staying Healthy - Going Deeper
115.13.b.2.C	describe ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and	Healthy Practices and Hygiene: Skeletal, Muscular, Circulatory, and Respiratory Systems Disease and Illness Prevention: Cold and Flu - Going Deeper Disease and Illness Prevention: What are Vaccines?
115.13.b.2.D	describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and how to avoid them.	Safety and Accident Prevention: Head Lice
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:		
115.13.b.3.A	identify their own feelings and emotions;	Social Behavior: Expressing Your Feelings Mental Health and Wellness: Sharing Happiness Mental Health and Wellness: Recognizing Stress Mental Health and Wellness: Showing My Feelings
115.13.b.3.B	discuss and explain how emotions can interrupt thinking and the self-management process;	Mental Health and Wellness: Showing My Feelings
115.13.b.3.C	describe and practice calming and self-management strategies;	Mental Health and Wellness: Recognizing Stress
115.13.b.3.D	describe ways in which peers and families can work together to build healthy relationships;	Social Behavior: Sharing My Strengths Social Behavior: Building Relationships with Trusted Adults Mental Health and Wellness: Sharing Happiness

First Grade

TEKS	Student Expectation	Health Lessons
115.13.b.3.E	describe ways to build and maintain friendships;	Social Behavior: Expressing Your Feelings Social Behavior: Sharing My Strengths Social Behavior: Building Relationships with Trusted Adults Mental Health and Wellness: Sharing Happiness
115.13.b.3.F	identify ways to respectfully communicate verbally and nonverbally;	Social Behavior: Expressing Your Feelings Social Behavior: Sharing My Strengths Mental Health and Wellness: Sharing Happiness Health Toolbox: I-Messages Expanded
115.13.b.3.G	identify feelings and emotions expressed by others; and	Social Behavior: Expressing Your Feelings Mental Health and Wellness: Sharing Happiness Mental Health and Wellness: Showing My Feelings
115.13.b.3.H	identify and practice ways to solve conflicts with friends and peers.	Social Behavior: Standing Up for Myself
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:		
115.13.b.4.A	discuss ways to be kind to self and how to identify areas for growth; and	Social Behavior: Standing Up for Myself Mental Health and Wellness: Choosing a Positive Mindset
115.13.b.4.B	explain the importance of goal setting and task completion.	Social Behavior: Sharing My Strengths Responsible Decision Making: Short and Long-Term Goals Healthy Eating and Nutrition: A Balanced Diet
5. Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:		
115.13.b.5.A	discuss and demonstrate how to treat peers with different learning needs with dignity and respect;	Social Behavior: Sharing My Strengths Responsible Decision Making: Working Through Problems
115.13.b.5.B	identify situations that can create positive stress and positive emotions; and	Social Behavior: Standing Up for Myself Mental Health and Wellness: Recognizing Stress Mental Health and Wellness: Choosing a Positive Mindset

First Grade

TEKS	Student Expectation	Health Lessons
115.13.b.5.C	discuss the signs and symptoms associated with negative stress such as loss or grief.	Social Behavior: Expressing Your Feelings Responsible Decision Making: Working Through Problems
6. Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:		
115.13.b.6.A	explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals;	Healthy Eating and Nutrition: A Balanced Diet
115.13.b.6.B	identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate;	Healthy Eating and Nutrition: Portion Control Healthy Eating and Nutrition: Avoidance
115.13.b.6.C	identify the food groups and classify examples of foods into each group; and	Healthy Eating and Nutrition: A Balanced Diet
115.13.b.6.D	identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners.	General Health: What Influences My Health Behaviors?
7. 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 identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.		
115.13.b.7.A	identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.	General Health: What Influences My Health Behaviors? Healthy Eating and Nutrition: Portion Control
8. Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:		
115.13.b.8.A	identify common food allergies and explain the importance of respecting others who have allergies; and	Healthy Eating and Nutrition: Food Allergies
115.13.b.8.B	describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.	Healthy Practices and Hygiene: What is Exercise? - Going Deeper Healthy Practices and Hygiene: Importance of Sleep Disease and Illness Prevention: Staying Healthy - Going Deeper
9. Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:		
115.13.b.9.A	discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or another trusted adult or contacting 911; and	General Health: What Is an Emergency? - Going Deeper Social Behavior: Building Relationships with Trusted Adults Healthy Eating and Nutrition: Avoidance Safety and Accident Prevention: Choosing Safe Situations Safety and Accident Prevention: Safe and Unsafe Touch*

First Grade

TEKS	Student Expectation	Health Lessons
115.13.b.9.B	identify the purpose and demonstrate proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.	Disease and Illness Prevention: What are Vaccines? Safety and Accident Prevention: Common Injuries Health Toolbox: Be a Safety Star Health Toolbox: Protecting My Five Senses Safety and Accident Prevention: Choosing Safe Situations
10. Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:		
115.13.b.10.A	practice refusal skills to protect personal space and avoid unsafe situations;	Healthy Eating and Nutrition: Avoidance Safety and Accident Prevention: Common Injuries Safety and Accident Prevention: Choosing Safe Situations Safety and Accident Prevention: Safe and Unsafe Touch*
115.13.b.10.B	identify appropriate personal boundaries, privacy, and space; and	Safety and Accident Prevention: Choosing Safe Situations
115.13.b.10.C	recall parents'/caregivers' phone numbers as part of a personal safety plan.	Safety and Accident Prevention: Choosing Safe Situations
11. Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:		
115.13.b.11.A	describe the difference between safe and unsafe environments; and	Safety and Accident Prevention: Safe and Unsafe Touch*
115.13.b.11.B	identify ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult.	Social Behavior: Building Relationships with Trusted Adults Healthy Eating and Nutrition: Avoidance Safety and Accident Prevention: Safe and Unsafe Touch*
12. Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.		
115.13.b.12.A	demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.	Responsible Decision Making: Getting Help with Online Safety
13. Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:		
115.13.b.13.A	describe consequences for both the victim and the bully and the impact of bullying on the victim;	Social Behavior: Standing Up for Myself Responsible Decision Making: Getting Help with Online Safety

First Grade

TEKS	Student Expectation	Health Lessons
115.13.b.13.B	discuss ways of discouraging bullying;	Social Behavior: Building Relationships with Trusted Adults
		Social Behavior: Standing Up for Myself
115.13.b.13.C	explain the differences between teasing, joking, and playing around and bullying; and	Social Behavior: Standing Up for Myself
		Responsible Decision Making: Getting Help with Online Safety
115.13.b.13.D	identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.	Social Behavior: Building Relationships with Trusted Adults
		Social Behavior: Standing Up for Myself
		Safety and Accident Prevention: Safe and Unsafe Touch*
14. Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:		
115.13.b.14.A	identify the difference between over-the-counter and prescription drugs; and	Disease and Illness Prevention: What are Vaccines?
115.13.b.14.B	identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on physical health.	Healthy Eating and Nutrition: Avoidance
15. Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.		
115.13.b.15.A	describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.	Healthy Eating and Nutrition: Avoidance
16. Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to identify how to get help from a parent or another trusted adult related to alcohol, tobacco, and drug abuse.		
115.13.b.16.A	identify how to get help from a parent or another trusted adult related to alcohol, tobacco, and drug abuse.	Healthy Eating and Nutrition: Avoidance
17. Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs.		
115.13.b.17.A	identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs.	Healthy Eating and Nutrition: Avoidance

Second Grade

TEKS	Student Expectation	Health Lessons
1. Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to describe ways to protect the five senses such as wearing sunglasses or using a safe volume setting on audio devices.		
115.14.b.1.A	describe ways to protect the five senses such as wearing sunglasses or using a safe volume setting on audio devices.	Health Toolbox: Protecting My Five Senses
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:		
115.14.b.2.A	describe the importance of individual health maintenance activities such as regular medical checkups, dental exams, and vision and hearing screenings;	Healthy Practices and Hygiene: Consequences of Poor Hygiene Disease and Illness Prevention: What Happens at the Doctor?
115.14.b.2.B	explain actions an individual should take when not feeling well;	General Health: Why Do I Need Healthy Help?
115.14.b.2.C	discuss the importance of practicing personal hygiene and health habits;	General Health: My Health at Home Healthy Practices and Hygiene: Consequences of Poor Hygiene Healthy Practices and Hygiene: Brushing and Flossing Healthy Practices and Hygiene: What Does Sleep Do for Me?
115.14.b.2.D	explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;	Healthy Practices and Hygiene: Consequences of Poor Hygiene Disease and Illness Prevention: Use and Misuse of Medications
115.14.b.2.E	identify common illnesses and diseases, including asthma, diabetes, and epilepsy, and their symptoms; and	Disease and Illness Prevention: Introducing Disease Awareness
115.14.b.2.F	discuss the signs and symptoms of illness that may occur after contact with biting insects, including ticks and mosquitos.	Safety and Accident Prevention: Safety with Spiders and Insects
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:		
115.14.b.3.A	communicate needs, wants, and emotions in healthy ways;	Social Behavior: Asking for Help Mental Health and Wellness: Identifying Strong Feelings Safety and Accident Prevention: Saying No in Risky Situations*
115.14.b.3.B	describe and practice calming and self-management strategies;	Responsible Decision Making: Problems Big and Small
115.14.b.3.C	discuss and explain how thoughts and emotions are related;	Mental Health and Wellness: What My Feelings Mean
115.14.b.3.D	explain the effect of peer influence on an individual's social and emotional health;	General Health: Influences at Home and School
115.14.b.3.E	describe the qualities of a good friend;	Social Behavior: Asking for Help
115.14.b.3.F	describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others;	Social Behavior: Building Relationships With Trusted Adults - Going Deeper Mental Health and Wellness: Identifying Strong Feelings

Second Grade

TEKS	Student Expectation	Health Lessons
115.14.b.3.G	identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues; and	Mental Health and Wellness: Identifying Strong Feelings
115.14.b.3.H	identify ways to prevent and repair broken friendships.	Social Behavior: Qualities of a Good Friend
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:		
115.14.b.4.A	discuss ways to be kind to self and others;	Social Behavior: Qualities of a Good Friend Responsible Decision Making: Problems Big and Small Healthy Practices and Hygiene: Consequences of Poor Hygiene
115.14.b.4.B	define personal growth and identify areas for one's personal growth; and	General Health: Influences at Home and School Responsible Decision Making: Problems Big and Small Responsible Decision Making: Importance of Goal Setting Mental Health and Wellness: Choosing a Growth Mindset
115.14.b.4.C	list the steps and describe the importance of goal setting and task completion.	Responsible Decision Making: Importance of Goal Setting
5. Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:		
115.14.b.5.A	identify strategies for managing different learning needs of self and others; and	General Health: Why Do I Need Healthy Help?
115.14.b.5.B	identify positive and negative stressors and how they impact emotions and learning.	Mental Health and Wellness: What My Feelings Mean Mental Health and Wellness: My Personal Stressors
6. Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:		
115.14.b.6.A	identify types of nutrients;	Healthy Eating and Nutrition: The Role of Vitamins and Minerals Healthy Eating and Nutrition: Reactions From My Food
115.14.b.6.B	use familiar objects to identify healthy food portions from different food groups;	Health Toolbox: Portion Distortion
115.14.b.6.C	identify healthy and unhealthy choices within the food groups; and	Healthy Eating and Nutrition: Reactions From My Food
115.14.b.6.D	identify the benefits of making healthy beverage choices, including water and milk, and limiting sweetened beverages such as soda and sports drinks.	Responsible Decision Making: Making Healthy Decisions Healthy Eating and Nutrition: The Role of Vitamins and Minerals Healthy Eating and Nutrition: The Role Water Plays

Second Grade

TEKS	Student Expectation	Health Lessons
7. 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 identify various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals.		
115.14.b.7.A	identify various media that provide health information and how media can influence an individual's health choices such as television advertisements for fast foods and breakfast cereals.	General Health: Influences at Home and School
		Health Toolbox: Health Detective
		Health Toolbox: Tricks for Kids
8. Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:		
115.14.b.8.A	identify signs and symptoms of common food allergies; and	Healthy Eating and Nutrition: Reactions From My Food
115.14.b.8.B	identify the benefits of establishing healthy eating and physical activity habits that will last a lifetime.	Responsible Decision Making: Making Healthy Decisions
		Healthy Practices and Hygiene: Discovering What Exercise is Right for Me
		Disease and Illness Prevention: Dimensions of Health
9. Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others.		
115.14.b.9.A	describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others.	General Health: Reducing Emergency-Causing Hazards
		Safety and Accident Prevention: Playground Safety
		Safety and Accident Prevention: Saying No in Risky Situations*
		Health Toolbox: Equipment and Safety
10. Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:		
115.14.b.10.A	demonstrate refusal skills to protect personal space and avoid unsafe situations; and	Safety and Accident Prevention: Saying No in Risky Situations*
115.14.b.10.B	discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe.	Social Behavior: Building Relationships With Trusted Adults - Going Deeper
		Healthy Eating and Nutrition: Reporting
		Safety and Accident Prevention: Saying No in Risky Situations*

Second Grade

TEKS	Student Expectation	Health Lessons
11. Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:		
115.14.b.11.A	describe unsafe situations, including interacting with strangers;	Healthy Eating and Nutrition: Reporting Safety and Accident Prevention: Playground Safety Safety and Accident Prevention: Saying No in Risky Situations* Safety and Accident Prevention: Strangers
115.14.b.11.B	explain ways to avoid weapons and report the presence of unsupervised weapons to a parent or another trusted adult;	General Health: Reducing Emergency-Causing Hazards
115.14.b.11.C	identify the hazards of unsupervised and improper handling of guns and other weapons; and	General Health: Reducing Emergency-Causing Hazards
115.14.b.11.D	identify two trusted adults not part of the immediate family and recall their phone numbers as part of a personal safety plan.	Social Behavior: Asking for Help
12. Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:		
115.14.b.12.A	identify unsafe requests made in a digital or online environment and how to take appropriate action;	Responsible Decision Making: Introduce - Communicating Online
115.14.b.12.B	explain why obtaining help, especially from parents or other trusted adults, is critical when making decisions regarding digital and online use; and	Responsible Decision Making: Introduce - Communicating Online
115.14.b.12.C	identify consequences that result from cyberbullying and inappropriate digital and online usage.	Responsible Decision Making: Introduce - Communicating Online
13. Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:		
115.14.b.13.A	describe consequences for the bully and the impact of bullying on the victim;	Social Behavior: Bullies, Bystanders, and Victims
115.14.b.13.B	describe the difference between reporting and tattling; and	Healthy Eating and Nutrition: Reporting
115.14.b.13.C	explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.	Social Behavior: Bullies, Bystanders, and Victims Safety and Accident Prevention: Saying No in Risky Situations*
14. Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:		
115.14.b.14.A	describe the purposes of prescription and over-the-counter drugs and their intended benefits; and	Disease and Illness Prevention: Use and Misuse of Medications
115.14.b.14.B	explain the harmful effects on physical health and how to avoid alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products.	Healthy Eating and Nutrition: Reporting

Second Grade

TEKS	Student Expectation	Health Lessons
15. Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.		
115.14.b.15.A	describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.	Healthy Eating and Nutrition: Reporting
16. Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:		
115.14.b.16.A	identify unsafe requests related to alcohol, tobacco, and other drugs made by friends; and	Healthy Eating and Nutrition: Reporting
115.14.b.16.B	identify a trusted adult such as a parent, teacher, or law enforcement officer.	Social Behavior: Bullies, Bystanders, and Victims Healthy Eating and Nutrition: Reporting
17. Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills.		
115.14.b.17.A	identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills.	Healthy Eating and Nutrition: Reporting

Third Grade

TEKS	Student Expectation	Module: Lesson(s)
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 name, locate, and describe the primary functions and major components of body systems, including the skeletal, muscular, circulatory, and respiratory systems.		
115.15.b.1.A	name, locate, and describe the primary functions and major components of body systems, including the skeletal, muscular, circulatory, and respiratory systems.	Health Toolbox: My Amazing Body (Skeletal, Muscular, Circulatory, Respiratory 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:		
115.15.b.2.A	explain the importance of seeking assistance in making decisions about health;	General Health: When Should I Ask for Help? Healthy Eating and Nutrition: Making Nutritional Choices Disease and Illness Prevention: What Happens at the Doctor? - Going Deeper
115.15.b.2.B	describe methods of accessing information about health;	General Health: Cultural Influences on Health
115.15.b.2.C	identify the benefits of decision making about personal health;	Disease and Illness Prevention: Avoiding Misuse of Medications
115.15.b.2.D	identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits;	Healthy Practices and Hygiene: Nervous, Digestive, Immune, and Integumentary Systems Healthy Practices and Hygiene: Brushing and Flossing - Going Deeper Healthy Practices and Hygiene: What Does Sleep Do for Me? - Going Deeper
115.15.b.2.E	explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;	Disease and Illness Prevention: Disease Awareness
115.15.b.2.F	identify that there are diseases such as allergies, asthma, diabetes, and epilepsy that are not caused by germs; and	Healthy Eating and Nutrition: Making Nutritional Choices Disease and Illness Prevention: Disease Awareness
115.15.b.2.G	identify common vectors, including ticks and mosquitos, and explain how and when to perform a self-check for vectors.	Safety and Accident Prevention: Safety with Spiders and Insects - Going Deeper
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:		
115.15.b.3.A	communicate needs, wants, and emotions in healthy ways;	General Health: When Should I Ask for Help? Social Behavior: Resolving Conflicts Responsible Decision Making: Time Management and Goal Setting Mental Health and Wellness: Healthy Coping Strategies Mental Health and Wellness: Managing My Stress

Third Grade

TEKS	Student Expectation	Module: Lesson(s)
115.15.b.3.B	describe strategies for assessing thoughts and applying calming and self-management practices;	Responsible Decision Making: Evaluating Solutions and Consequences Mental Health and Wellness: Healthy Coping Strategies Mental Health and Wellness: Managing My Stress
115.15.b.3.C	discuss and explain how the brain develops through maturation;	Healthy Practices and Hygiene: Nervous, Digestive, Immune, and Integumentary Systems
115.15.b.3.D	distinguish between healthy and harmful influences of friends and others;	General Health: Cultural Influences on Health Social Behavior: Healthy and Unhealthy Friendships Social Behavior: Healthy and Unhealthy Influences Healthy Eating and Nutrition: Peer Influence
115.15.b.3.E	describe the characteristics of healthy and unhealthy friendships;	Social Behavior: Healthy and Unhealthy Friendships Social Behavior: Healthy and Unhealthy Influences Responsible Decision Making: Evaluating Solutions and Consequences
115.15.b.3.F	describe the value of respectful communication;	Social Behavior: Healthy and Unhealthy Friendships
115.15.b.3.G	discuss how others may experience situations differently than oneself; and	Social Behavior: Resolving Conflicts
115.15.b.3.H	demonstrate strategies for resolving conflicts.	Social Behavior: Resolving Conflicts
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:		
115.15.b.4.A	define self-esteem and ways it is formed, including identifying areas for one's personal growth; and	Responsible Decision Making: Setting My Intentions Mental Health and Wellness: Overcoming My Weaknesses
115.15.b.4.B	describe the importance of seeking guidance from a parent or another trusted adult in setting goals.	General Health: My Health at School Responsible Decision Making: Time Management and Goal Setting Disease and Illness Prevention: Healthy Balance
5. Mental health and wellness--identifying and managing mental health and wellness concerns. The student will develop and use appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:		
115.15.b.5.A	describe methods for managing challenges related to long-term health conditions;	Mental Health and Wellness: Healthy Coping Strategies
115.15.b.5.B	describe strategies to support others in managing different learning needs;	Mental Health and Wellness: Healthy Coping Strategies Mental Health and Wellness: Managing My Stress

Third Grade

TEKS	Student Expectation	Module: Lesson(s)
115.15.b.5.C	describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose;	General Health: My Health at School Mental Health and Wellness: Managing My Stress Disease and Illness Prevention: Healthy Balance
115.15.b.5.D	describe and practice healthy behaviors that reduce stress; and	Mental Health and Wellness: Healthy Coping Strategies Mental Health and Wellness: Managing My Stress
115.15.b.5.E	describe the importance of acceptance of oneself and others.	Social Behavior: Healthy and Unhealthy Friendships
6. Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:		
115.15.b.6.A	classify foods by the nutrients they provide;	Healthy Eating and Nutrition: Where Do Nutrients Come From? Healthy Eating and Nutrition: Making Nutritional Choices
115.15.b.6.B	plan a balanced meal that follows government nutrition guidelines;	General Health: Cultural Influences on Health Healthy Eating and Nutrition: Making Nutritional Choices Healthy Eating and Nutrition: Where Do Nutrients Come From?
115.15.b.6.C	examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners; and	Healthy Eating and Nutrition: Making Nutritional Choices Healthy Eating and Nutrition: Where Do Nutrients Come From?
115.15.b.6.D	identify and categorize foods based on saturated and unsaturated fat content.	General Health: My Health at School Healthy Eating and Nutrition: Making Nutritional Choices Healthy Eating and Nutrition: Where Do Nutrients Come From?
7. 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 describe the importance of accessing health information through a variety of credible health resources.		
115.15.b.7.A	describe the importance of accessing health information through a variety of credible health resources.	Healthy Eating and Nutrition: Making Nutritional Choices
8. Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:		
115.15.b.8.A	identify the common food allergens listed on food packaging; and	Healthy Eating and Nutrition: Making Nutritional Choices
115.15.b.8.B	describe how healthy and unhealthy behaviors affect body systems and demonstrate refusal skills in dealing with unhealthy eating situations.	Disease and Illness Prevention: Disease Awareness Healthy Practices and Hygiene: Nervous, Digestive, Immune, and Integumentary Systems

Third Grade

TEKS	Student Expectation	Module: Lesson(s)
9. Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to develop a home-safety and emergency response plan such as a fire safety plan.		
115.15.b.9.A	develop a home-safety and emergency response plan such as a fire safety plan.	General Health: Fire Safety
10. Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.		
115.15.b.10.A	identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	Safety and Accident Prevention: Personal Safety Assistance*
11. Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:		
115.15.b.11.A	identify reasons for avoiding violence, gangs, weapons, and drugs;	Healthy Eating and Nutrition: Peer Influence
115.15.b.11.B	identify characteristics of safe home, school, and community environments;	Safety and Accident Prevention: Water Safety Safety and Accident Prevention: Safe Spaces in the Community General Health: Fire Safety
115.15.b.11.C	discuss the hazards of unsupervised and improper handling of guns and other weapons; and	Health Toolbox: Identify the Hazard
115.15.b.11.D	create a personal safety plan.	Safety and Accident Prevention: Personal Safety Assistance* General Health: Fire Safety
12. Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:		
115.15.b.12.A	identify and discuss the need for safety awareness in a digital or online environment;	Responsible Decision Making: Communicating Online
115.15.b.12.B	identify appropriate ways to communicate in digital and online environments;	Responsible Decision Making: Communicating Online
115.15.b.12.C	discuss who is appropriate to communicate with and what is appropriate information to share in digital and online environments; and	Responsible Decision Making: Communicating Online
115.15.b.12.D	explain consequences that result from cyberbullying and inappropriate digital and online usage.	Social Behavior: Healthy and Unhealthy Influences Social Behavior: Assertiveness and Bullying Responsible Decision Making: Communicating Online

Third Grade

TEKS	Student Expectation	Module: Lesson(s)
13. Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:		
115.15.b.13.A	describe how to effectively respond to bullying and cyberbullying of oneself or others;	General Health: When Should I Ask for Help? Social Behavior: Healthy and Unhealthy Influences Social Behavior: Assertiveness and Bullying
115.15.b.13.B	explain the importance of seeking assistance in making decisions about personal safety; and	Safety and Accident Prevention: Personal Safety Assistance*
115.15.b.13.C	define abuse and neglect.	Special Topics: Abuse and Neglect*
14. Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:		
115.15.b.14.A	identify misuse and proper use of over-the-counter and prescription drugs; and	Disease and Illness Prevention: Avoiding Misuse of Medications
115.15.b.14.B	describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances, including inhalants, vaping products, and household products, on physical health.	Healthy Eating and Nutrition: Peer Influence
15. Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health.		
115.15.b.15.A	describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health.	Healthy Eating and Nutrition: Peer Influence
16. Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.		
115.15.b.16.A	describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.	Disease and Illness Prevention: Avoiding Misuse of Medications
17. Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:		
115.15.b.17.A	describe how friends can influence a person's decision to use or not use alcohol or drugs; and	Healthy Eating and Nutrition: Peer Influence
115.15.b.17.B	describe the difference between reporting and tattling and why it is important to report the use of alcohol, tobacco, and other drugs by friends or peers.	Healthy Eating and Nutrition: Peer Influence
18. Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication.		
115.15.b.18.A	demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication.	Healthy Eating and Nutrition: Peer Influence

Fourth Grade

TEKS	Student Expectation	Module: Lesson(s)
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 name, locate, and describe the primary function and major components of the body systems, including the nervous, immune, digestive, and integumentary systems.		
115.16.b.1.A	name, locate, and describe the primary function and major components of the body systems, including the nervous, immune, digestive, and integumentary systems.	Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, Integumentary 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:		
115.16.b.2.A	explain the importance of health information and how it can be used;	General Health: Discover - Managing My Health Influences
115.16.b.2.B	describe how health care decision making is influenced by external factors such as cost and access;	General Health: Health in My Community
		General Health: Discover - Managing My Health Influences
		Social Behavior: Healthy and Unhealthy Influences - Going Deeper
115.16.b.2.C	explain strategies for maintaining personal hygiene and health habits;	Healthy Practices and Hygiene: Creating Healthy Habits
		Healthy Practices and Hygiene: Exploring Lifetime Benefits of Healthy Teeth
		Healthy Practices and Hygiene: Exercise and My Well-Being
		Healthy Practices and Hygiene: Setting Sleep Routines
		Disease and Illness Prevention: Personal Health Habits
115.16.b.2.D	distinguish between communicable and noncommunicable illnesses;	Disease and Illness Prevention: Communicable and Noncommunicable Diseases
115.16.b.2.E	explain actions to take when illness occurs, including asthma, diabetes, and epilepsy; and	General Health: Finding the Right Healthy Helper
		Disease and Illness Prevention: Communicable and Noncommunicable Diseases
115.16.b.2.F	define vector-borne illnesses and describe how to reduce their risk.	Safety and Accident Prevention: Situational Awareness
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:		
115.16.b.3.A	analyze how thoughts and emotions influence behaviors;	Responsible Decision Making: Evaluating My Decisions
		Healthy Practices and Hygiene: Creating Healthy Habits
		Mental Health and Wellness: Managing Overwhelming Emotions
115.16.b.3.B	describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;	Mental Health and Wellness: Managing Overwhelming Emotions
		Disease and Illness Prevention: Caring for My Mental Health

Fourth Grade

TEKS	Student Expectation	Module: Lesson(s)
115.16.b.3.C	discuss and explain how the brain develops during childhood and the role the brain plays in behavior;	Special Topics: Puberty* Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, Integumentary Systems) Health Toolbox: Marvin's Marvelous Brain (Story) Health Toolbox: Analyze the Story (Marvin's Marvelous Brain)
115.16.b.3.D	identify positive and negative characteristics of social groups;	Responsible Decision Making: Learning from Situations Healthy Eating and Nutrition: Refusal Skills
115.16.b.3.E	explain the importance of being a positive role model;	General Health: Finding the Right Healthy Helper
115.16.b.3.F	explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods;	Social Behavior: Respecting Individual Differences
115.16.b.3.G	identify verbal, physical, and situational cues that indicate how others may feel; and	Social Behavior: Reading Body Language Mental Health and Wellness: Expressing Empathy Safety and Accident Prevention: Situational Awareness
115.16.b.3.H	explain the difference between assertive behavior and aggressive behavior.	Social Behavior: Reading Body Language
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:		
115.16.b.4.A	discuss ways to help build self-esteem of self, friends, and others, including areas for one's personal growth and ways to gather constructive feedback;	Social Behavior: Standing Up for Others Responsible Decision Making: Learning from Situations Healthy Practices and Hygiene: Creating Healthy Habits Mental Health and Wellness: Improving Myself Disease and Illness Prevention: Personal Health Habits
115.16.b.4.B	explain the advantages of setting short- and long-term goals; and	Responsible Decision Making: Steps to Achieving My Goal
115.16.b.4.C	explain the importance of time management with respect to a goal.	Responsible Decision Making: Steps to Achieving My Goal Mental Health and Wellness: Improving Myself

Fourth Grade

TEKS	Student Expectation	Module: Lesson(s)
5. Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:		
115.16.b.5.A	describe methods for managing concerns related to long-term health conditions for self and others;	Mental Health and Wellness: When I Feel Anxious
115.16.b.5.B	differentiate between positive and negative stress;	Mental Health and Wellness: When I Feel Anxious
115.16.b.5.C	define sources of stress, including trauma, loss, and grief;	Mental Health and Wellness: Managing Overwhelming Emotions Mental Health and Wellness: When I Feel Anxious
115.16.b.5.D	discuss ways to promote a healthy body image; and	Mental Health and Wellness: Improving Myself
115.16.b.5.E	identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult.	Mental Health and Wellness: Managing Overwhelming Emotions
6. Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:		
115.16.b.6.A	explain why the body needs each of the six major nutrients contained in foods;	Healthy Eating and Nutrition: Nutritional Goals
115.16.b.6.B	identify nutritional information on menus and food labels;	Healthy Eating and Nutrition: Introducing Food Labels Healthy Eating and Nutrition: Nutritional Goals Health Toolbox: Menus
115.16.b.6.C	determine appropriate portion sizes when eating out, including at fast food restaurants;	Healthy Eating and Nutrition: Nutritional Goals
115.16.b.6.D	identify the recommended guidelines for added sugar consumption and explain how excess sugar consumption can impact health, including causing dental cavities and obesity; and	Healthy Eating and Nutrition: Negative Effects of Food Healthy Eating and Nutrition: Nutritional Goals Disease and Illness Prevention: Communicable and Noncommunicable Diseases Disease and Illness Prevention: Personal Health Habits
115.16.b.6.E	identify healthy fast food choices such as ordering smaller serving sizes and substituting salads for fries and grilled foods for fried foods and their associated impacts on health.	Responsible Decision Making: Evaluating My Decisions Healthy Eating and Nutrition: Nutritional Goals Disease and Illness Prevention: Communicable and Noncommunicable Diseases
7. Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to identify the physical, mental, and social benefits of physical fitness.		
115.16.b.7.A	identify the physical, mental, and social benefits of physical fitness.	Healthy Practices and Hygiene: Exercise and My Well-Being

Fourth Grade

TEKS	Student Expectation	Module: Lesson(s)
8. 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:		
115.16.b.8.A	describe the importance of goal setting and set a goal for making healthy food choices; and	Healthy Eating and Nutrition: Nutritional Goals
115.16.b.8.B	gather data from a variety of credible sources to help make informed nutritional and physical activity choices.	Healthy Practices and Hygiene: Exercise and My Well-Being
9. Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:		
115.16.b.9.A	describe the connection between physical activity and the prevention of obesity, heart disease, and diabetes; and	Healthy Practices and Hygiene: Exercise and My Well-Being Disease and Illness Prevention: Communicable and Noncommunicable Diseases
115.16.b.9.B	differentiate between healthy and unhealthy eating habits and demonstrate refusal skills in dealing with unhealthy eating situations.	Healthy Practices and Hygiene: Creating Healthy Habits Healthy Practices and Hygiene: Exercise and My Well-Being Healthy Eating and Nutrition: Negative Effects of Food Healthy Eating and Nutrition: Nutritional Goals
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 identify and demonstrate strategies for preventing and responding to injuries.		
115.16.b.10.A	identify and demonstrate strategies for preventing and responding to injuries.	General Health: Finding the Right Healthy Helper General Health: Preventing an Emergency Safety and Accident Prevention: Introduce - Advocating for Accident Prevention Safety and Accident Prevention: Situational Awareness Safety and Accident Prevention: Sharp Objects*
11. Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.		
115.16.b.11.A	explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	Safety and Accident Prevention: Setting Personal Boundaries*
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:		
115.16.b.12.A	identify strategies for avoiding violence, gangs, and weapons;	Safety and Accident Prevention: Sharp Objects*
115.16.b.12.B	identify characteristics of gang behavior;	Social Behavior: Healthy and Unhealthy Influences - Going Deeper

Fourth Grade

TEKS	Student Expectation	Module: Lesson(s)
115.16.b.12.C	identify strategies that can be used to promote safety in homes, schools, and communities; and	General Health: Health in My Community Safety and Accident Prevention: Introduce - Advocating for Accident Prevention Safety and Accident Prevention: Sharp Objects*
115.16.b.12.D	create a personal safety plan.	Safety and Accident Prevention: Setting Personal Boundaries* Safety and Accident Prevention: Sharp Objects*
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:		
115.16.b.13.A	differentiate between appropriate and inappropriate ways to communicate in digital and online environments;	Responsible Decision Making: Sharing Information Online
115.16.b.13.B	explain what information is appropriate to share and who it is appropriate to share information with in digital and online environments; and	Responsible Decision Making: Sharing Information Online Safety and Accident Prevention: Setting Personal Boundaries*
115.16.b.13.C	discuss the consequences of cyberbullying and inappropriate digital and online communication in relation to home and school environments.	Responsible Decision Making: Sharing Information Online
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:		
115.16.b.14.A	analyze distinguishing characteristics of cyberbullying;	Social Behavior: Standing Up for Others
115.16.b.14.B	describe the negative impact bullying, including cyberbullying, has on both the victim and the bully;	Social Behavior: Standing Up for Others
115.16.b.14.C	explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues; and	Safety and Accident Prevention: Setting Personal Boundaries* Safety and Accident Prevention: Sharp Objects*
115.16.b.14.D	identify types of abuse and neglect and ways to seek help from a parent or another trusted adult.	Special Topics: Abuse and Neglect*
15. Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:		
115.16.b.15.A	explain why some drugs require a prescription; and	Disease and Illness Prevention: Why Do I Need a Prescription?
115.16.b.15.B	identify the differences between prescription drugs, over-the-counter drugs, other drugs, and dangerous substances, including inhalants, vaping products, and household products.	Disease and Illness Prevention: Why Do I Need a Prescription?

Fourth Grade

TEKS	Student Expectation	Module: Lesson(s)
16. Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:		
115.16.b.16.A	describe the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health; and	Healthy Eating and Nutrition: Refusal Skills
115.16.b.16.B	describe the legal consequences of the misuse of alcohol, tobacco, other drugs, and dangerous substances.	Healthy Eating and Nutrition: Refusal Skills
17. Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.		
115.16.b.17.A	describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.	Healthy Eating and Nutrition: Refusal Skills
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:		
115.16.b.18.A	distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs; and	Social Behavior: Healthy and Unhealthy Influences - Going Deeper Healthy Eating and Nutrition: Refusal Skills
115.16.b.18.B	identify methods available to report unsafe situations related to alcohol, tobacco, and other drugs.	Healthy Eating and Nutrition: Refusal Skills
19. Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:		
115.16.b.19.A	demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs; and	Healthy Eating and Nutrition: Refusal Skills
115.16.b.19.B	identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances.	Healthy Eating and Nutrition: Refusal Skills
20. Reproductive and sexual health--anatomy, puberty, and reproduction. The student identifies adolescent development. The student is expected to:		
115.16.b.20.A	explain changes that occur in males and females during puberty and adolescent development; and	Special Topics: Puberty*
115.16.b.20.B	define the menstrual cycle.	Special Topics: Puberty*

Fifth Grade

TEKS	Student Expectation	Module: Lesson(s)
1. Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to describe the structure, functions, and interdependence of the major body systems, including the reproductive, endocrine, and urinary systems.		
115.17.b.1.A	describe the structure, functions, and interdependence of the major body systems, including the reproductive, endocrine, and urinary systems.	Special Topics: Puberty* Special Topics: My Reproductive System*
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:		
115.17.b.2.A	explain how to manage common minor illnesses such as colds and skin infections;	Disease and Illness Prevention: Managing Common Illnesses and Diseases
115.17.b.2.B	identify how to distinguish between myth and fact when accessing information about health;	General Health: Finding Healthy Help Online Disease and Illness Prevention: Managing Common Illnesses and Diseases
115.17.b.2.C	identify decision-making skills that promote individual, family, and community health;	General Health: Managing My Health Influences General Health: Finding Healthy Help Online Responsible Decision Making: Problem Solving Strategies Responsible Decision Making: Using Data to Inform My Decisions Healthy Practices and Hygiene: Lifetime Benefits of Healthy Teeth Disease and Illness Prevention: Home, School, and Community Safety and Accident Prevention: Evaluating Personal Safety*
115.17.b.2.D	describe the benefits of promoting health maintenance for individuals and households;	General Health: Planning My Healthy Future Healthy Practices and Hygiene: Creating Healthy Habits - Going Deeper Healthy Practices and Hygiene: Lifetime Benefits of Healthy Teeth Healthy Eating and Nutrition: Effects on My Body and Mind Disease and Illness Prevention: Home, School, and Community
115.17.b.2.E	analyze how personal hygiene helps prevent the spread of germs and communicable illnesses; and	Healthy Practices and Hygiene: Creating Healthy Habits - Going Deeper
115.17.b.2.F	distinguish between treatments if infected by various vectors, including ticks and mosquitos.	Disease and Illness Prevention: Managing Common Illnesses and Diseases

Fifth Grade

TEKS	Student Expectation	Module: Lesson(s)
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:		
115.17.b.3.A	analyze how thoughts and emotions influence behaviors;	Disease and Illness Prevention: Where to Go if I Feel Sad
115.17.b.3.B	practice and apply strategies for calming and self-management;	Mental Health and Wellness: Consequences of Stress
115.17.b.3.C	explain ways of maintaining healthy relationships and resisting negative peer influence in social groups;	Disease and Illness Prevention: Home, School, and Community
115.17.b.3.D	analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;	Social Behavior: Having Difficult Conversations
115.17.b.3.E	define and differentiate between sympathy and empathy toward others; and	Social Behavior: Appreciating Diversity
115.17.b.3.F	describe ways to engage in and promote positive interactions when conflict arises.	Social Behavior: Having Difficult Conversations Social Behavior: Conflict or Bullying?
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:		
115.17.b.4.A	identify and demonstrate strategies to help build self-esteem for self, friends, and others;	General Health: Managing My Health Influences Social Behavior: Appreciating Diversity Responsible Decision Making: Tracking My Progress and Perseverance Mental Health and Wellness: Consequences of Stress Mental Health and Wellness: Using My Strengths to Help Others Disease and Illness Prevention: Managing Common Illnesses and Diseases Disease and Illness Prevention: Home, School, and Community
115.17.b.4.B	describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals;	Responsible Decision Making: Problem Solving Strategies Responsible Decision Making: Tracking My Progress and Perseverance Healthy Eating and Nutrition: Nutritional Goals - Going Deeper
115.17.b.4.C	discuss choices and decision making as part of goal setting; and	Responsible Decision Making: Tracking My Progress and Perseverance
115.17.b.4.D	identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.	Responsible Decision Making: Tracking My Progress and Perseverance

Fifth Grade

TEKS	Student Expectation	Module: Lesson(s)
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:		
115.17.b.5.A	identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health; and	Healthy Practices and Hygiene: Creating Healthy Habits - Going Deeper Disease and Illness Prevention: Where to Go if I Feel Sad Disease and Illness Prevention: Home, School, and Community Safety and Accident Prevention: Evaluating Personal Safety*
115.17.b.5.B	discuss how brain development during childhood affects emotions and decision making.	Disease and Illness Prevention: Where to Go if I Feel Sad Special Topics: My Reproductive System* Health Toolbox: My Amazing Body (Nervous, Digestive, Immune, Integumentary Systems) Health Toolbox: Marvin's Marvelous Brain (Story) Health Toolbox: Analyze the Story (Marvin's Marvelous Brain)
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:		
115.17.b.6.A	compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for self and others;	Mental Health and Wellness: Consequences of Stress Disease and Illness Prevention: Managing Common Illnesses and Diseases
115.17.b.6.B	identify situations in which stress can help to achieve goals and build resiliency;	Responsible Decision Making: Tracking My Progress and Perseverance Mental Health and Wellness: Consequences of Stress
115.17.b.6.C	examine ways to reduce the impact of stress, trauma, loss, and grief;	Mental Health and Wellness: Consequences of Stress Disease and Illness Prevention: Where to Go if I Feel Sad Special Topics: Abuse and Neglect* Health Toolbox: Grief and Feelings
115.17.b.6.D	define eating disorders and disordered eating patterns as mental health concerns and the importance of seeking help from a parent or another trusted adult for self or others if these patterns are observed;	Healthy Eating and Nutrition: Eating Disorders
115.17.b.6.E	describe situations that call for professional mental health services; and	Mental Health and Wellness: When to Ask for Help
115.17.b.6.F	discuss healthy alternatives to harming oneself, others, or property and the importance of telling a parent or other trusted adult when someone is struggling to manage overwhelming emotions or lacks support.	Mental Health and Wellness: When to Ask for Help

Fifth Grade

TEKS	Student Expectation	Module: Lesson(s)
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:		
115.17.b.7.A	identify foods that are sources of one or more of the six major nutrients;	Healthy Eating and Nutrition: Food Labels
115.17.b.7.B	examine food labels and menus for nutritional content, calories, and serving sizes;	Healthy Eating and Nutrition: Food Labels Health Toolbox: Menus
115.17.b.7.C	identify the amount of sugar in common beverages and snacks and the daily recommended allowance for added sugar; and	Healthy Eating and Nutrition: Food Labels
115.17.b.7.D	identify caffeine content of common beverages and health concerns associated with excess caffeine consumption.	Healthy Eating and Nutrition: Food Labels
8. Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to explain the physical, mental, and social benefits of fitness.		
115.17.b.8.A	explain the physical, mental, and social benefits of fitness.	General Health: Planning My Healthy Future Healthy Practices and Hygiene: Creating Healthy Habits - Going Deeper Healthy Practices and Hygiene: Exercise and My Well-Being - Going Deeper Mental Health and Wellness: Consequences of Stress
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:		
115.17.b.9.A	describe the importance of goal setting and set a goal for achieving appropriate levels of physical activity; and	Healthy Practices and Hygiene: Exercise and My Well-Being - Going Deeper
115.17.b.9.B	research and evaluate health products and information about physical activity and nutritional choices.	General Health: Managing My Health Influences General Health: Finding Healthy Help Online Responsible Decision Making: Using Data to Inform My Decisions
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:		
115.17.b.10.A	describe the connection between dietary choices and the prevention of obesity, heart disease, and diabetes; and	General Health: Planning My Healthy Future Disease and Illness Prevention: Managing Common Illnesses and Diseases Disease and Illness Prevention: Home, School, and Community
115.17.b.10.B	identify attitudes and behaviors that can reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes.	Disease and Illness Prevention: Managing Common Illnesses and Diseases Disease and Illness Prevention: Home, School, and Community

Fifth Grade

TEKS	Student Expectation	Module: Lesson(s)
11. Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to analyze strategies for preventing and responding to injuries.		
115.17.b.11.A	analyze strategies for preventing and responding to injuries.	General Health: Creating an Emergency Plan
		Safety and Accident Prevention: Advocating for Accident Prevention
		Safety and Accident Prevention: Evaluating Personal Safety*
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:		
115.17.b.12.A	explain strategies for avoiding violence, gangs, and weapons and define human trafficking;	Safety and Accident Prevention: Human Trafficking and Gangs*
115.17.b.12.B	examine characteristics of gang behavior;	Safety and Accident Prevention: Human Trafficking and Gangs*
115.17.b.12.C	identify safety procedures that can be used in various situations, including violence in the home, school, and community; and	Safety and Accident Prevention: Dangers of Guns and Other Weapons*
		Safety and Accident Prevention: Evaluating Personal Safety*
115.17.b.12.D	create a personal safety plan.	General Health: Creating an Emergency Plan
		Safety and Accident Prevention: Evaluating Personal Safety*
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:		
115.17.b.13.A	distinguish between appropriate and inappropriate boundaries for digital and online communication and research;	General Health: Finding Healthy Help Online
		Safety and Accident Prevention: Evaluating Personal Safety*
115.17.b.13.B	explain the benefits of identity protection in digital and online environments; and	Responsible Decision Making: Identity Protection*
115.17.b.13.C	analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and community environments.	General Health: Managing My Health Influences
		Social Behavior: Conflict or Bullying?
		Responsible Decision Making: Identity Protection*
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:		
115.17.b.14.A	identify methods available to report bullying;	Social Behavior: Conflict or Bullying?
115.17.b.14.B	identify ways to advocate for self and others to prevent bullying and cyberbullying behavior; and	Responsible Decision Making: Identity Protection*
115.17.b.14.C	explain the impact of abuse and neglect and the importance of reporting abuse and neglect.	Special Topics: Abuse and Neglect*

Fifth Grade

TEKS	Student Expectation	Module: Lesson(s)
15. Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:		
115.17.b.15.A	explain the reasons to avoid the misuse of over-the-counter and prescription drugs;	Disease and Illness Prevention: Importance of Reading Medication Labels
115.17.b.15.B	identify and explain the importance of each component of prescription and over-the-counter drug labels; and	Disease and Illness Prevention: Importance of Reading Medication Labels
115.17.b.15.C	describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances.	Healthy Eating and Nutrition: Effects on My Body and Mind
16. Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:		
115.17.b.16.A	analyze the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on the functions of the body systems and mental and social health; and	Healthy Eating and Nutrition: Effects on My Body and Mind
115.17.b.16.B	describe the legal consequences of the illegal use of alcohol, tobacco, other drugs, and dangerous substances.	Healthy Eating and Nutrition: Effects on My Body and Mind
17. Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.		
115.17.b.17.A	describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.	Healthy Eating and Nutrition: Effects on My Body and Mind
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:		
115.17.b.18.A	analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs; and	Healthy Eating and Nutrition: Effects on My Body and Mind
115.17.b.18.B	describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs.	Healthy Eating and Nutrition: Effects on My Body and Mind
19. Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:		
115.17.b.19.A	assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving;	Responsible Decision Making: Using Data to Inform My Decisions
115.17.b.19.B	identify a variety of scenarios and the different types of refusal skills that can be used to avoid the use of alcohol, tobacco, and other drugs; and	General Health: Managing My Health Influences
115.17.b.19.C	identify and describe healthy alternative activities to the use of drugs and other substances.	Healthy Eating and Nutrition: Effects on My Body and Mind

Fifth Grade

TEKS	Student Expectation	Module: Lesson(s)
20. Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility.		
115.17.b.20.A	identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility.	Social Behavior: Relationship Boundaries*
21. Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual abuse and harassment. The student is expected to:		
115.17.b.21.A	define sexual harassment, sexual abuse, sexual assault, and sex trafficking;	Safety and Accident Prevention: Human Trafficking and Gangs*
		Special Topics: Abuse and Neglect*
115.17.b.21.B	identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;	Safety and Accident Prevention: Human Trafficking and Gangs*
		Special Topics: Abuse and Neglect*
115.17.b.21.C	identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships; and	Social Behavior: Relationship Boundaries*
115.17.b.21.D	discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others.	Social Behavior: Relationship Boundaries*
22. Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student identifies the processes of adolescent development, fertilization, and healthy fetal development. The student is expected to:		
115.17.b.22.A	explain the physical, social, and emotional changes that occur in males and females during puberty and adolescent development;	Special Topics: Puberty*
		Special Topics: My Reproductive System*
115.17.b.22.B	describe the process of the menstrual cycle;	Special Topics: Puberty*
		Special Topics: My Reproductive System*
115.17.b.22.C	identify and describe the role of hormones in the growth and development of secondary sex characteristics such as body hair growth and voice change in males;	Special Topics: Puberty*
		Special Topics: My Reproductive System*
115.17.b.22.D	define the processes of fertilization and reproduction; and	Special Topics: My Reproductive System*
115.17.b.22.E	identify significant milestones of fetal development.	Special Topics: My Reproductive System*



**Growing Stronger
Bodies & Minds**