

talk about **it** Texas presents

on my way™

Texas Essential Knowledge and Skills (TEKS) Health Standards Alignment
Prepared Spring 2024

The following tool is meant to provide guidance for identifying ways that the *On My Way* puberty curriculum can meet certain health standards required in Texas. Questions regarding this alignment, the curriculum, or the TEKS can be directed to Anthony Betori at abetori@healthyfutures-tx.org,

15.6. Health Education, Grade 4

- TEKS 4, G
 - Health behaviors. The student understands and engages in behaviors that reduce health risks throughout the life span. The student is expected to:
 - G) identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.
 - Covered in Activities 1.3, 2.2, and 2.3
- TEKS 8, A
 - Personal/interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:
 - A) explain the influence of peer pressure on an individual's social and emotional health
 - Covered in Activity 2.4
- TEKS 9, A & C & E & H
 - Personal/interpersonal skills. The student uses social skills for building and maintaining healthy relationships throughout the life span. The student is expected to:
 - A) describe the qualities of a good friend
 - Covered in Activity 2.2
 - C) explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted;
 - Covered in Activities 2.3 and 2.4
 - E) identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions;
 - Covered in Activity 1.3 and Lesson 3
 - H) demonstrate refusal skills.
 - Covered in Activity 2.3
- TEKS 10, C

- Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
 - C) describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.
 - Covered in Activities 1.2 and 2.4
- TEKS 11, A & C
 - Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:
 - A) explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems;
 - Covered in Activity 1.3
 - C) describe the importance of parental guidance and other trusted adults in goal setting
 - Covered in Activity 1.3

115.7. Health Education, Grade 5

- TEKS 1, F:
 - Health information. The student knows ways to enhance and maintain personal health throughout the lifespan. The student is expected to:
 - F) analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety
 - Covered in Activities 4.2 & 4.3
- TEKS 2, B:
 - The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the lifespan. The student is expected to:
 - B) identify and describe changes in male and female anatomy that occur during puberty
 - Covered in Lesson 3
- TEKS 5, H:
 - Health behaviors. The student comprehends behaviors that reduce health risks throughout the lifespan. The student is expected to:
 - describe the value of seeking advice from parents and educational personnel about unsafe behaviors
 - Covered in Activity 1.3
- TEKS 6, A, B, D:
 - Influencing factors. The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships. The student is expected to
 - A) distinguish between healthy and harmful influences of friends and others
 - Covered in Activities 1.3, 2.2, & 2.3

- B) describe the characteristics of healthy and unhealthy friendships
 - Covered in Activities 2.2 and 2.3
 - D) analyze respectful ways to communicate with family, adults, and peers
 - Covered in 1.2, 2.3, and 2.4
- TEKS 8, A:
 - Influencing factors. The student knows how various factors influence individual, family, and community health throughout the lifespan. The student is expected to:
 - A) explain the importance of communication skills as a major influence on the social and emotional health of the individual and family
 - Covered in Activities 1.2 and 2.4
- TEKS 9, A & B:
 - Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions. The student is expected to:
 - A) describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor;
 - Covered in Activity 1.3 and throughout Lesson 3
 - B) assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving
 - Covered in Activities 2.2, 2.3, and 2.4

115.26. Grade 6, Adopted 2020

- TEKS 2, A & C
 - Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:
 - A) compare immediate and long-term effects of personal health care choices such as personal and dental hygiene;
 - Covered in Activity 3.6
 - C) describe ways to demonstrate decision-making skills based on health information;
 - Covered in Activities 4.2 and 4.3
- TEKS 3, A & B
 - Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
 - A) demonstrate healthy methods for communicating emotions in a variety of scenarios;
 - Covered in Activities 1.2 and 2.2
 - assess and demonstrate healthy ways of responding to conflict;
 - Covered in Activity 2.4
- TEKS 5, A

- Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:
 - A) identify and discuss how adolescent brain development influences emotions, decision making, and logic; and
 - Covered in Activities 1.2 & 3.2
- TEKS 20, A & B & C & D & E
 - Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:
 - A) define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage;
 - Covered in Activity 2.2
 - B) describe how friendships provide a foundation for healthy dating/romantic relationships;
 - Covered in Activities 2.2 and 2.3
 - C) list healthy ways to express friendship, affection, and love;
 - Covered in Activities 1.2, 2.2, and 2.3
 - D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility;
 - Covered in Activities 2.2 and 2.3
 - E) explain that each person in a dating/romantic relationship should be treated with dignity and respect; and
 - Covered in Activities 2.2 and 2.3
- TEK 21, C & E & G
 - Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:
 - C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation
 - Covered in Activity 2.2
 - E) explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;
 - Covered in Activities 2.3 and 2.4
 - G) explain the importance of clearly communicating and respecting personal boundaries and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing.
 - Covered in Activities 2.3 and 2.4
- TEKS 22, A & B & C & D
 - Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:

- A) describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals;
 - Covered in Activities 3.1 and 3.3
- B) describe the process, characteristics, and variations of the menstrual cycle;
 - Covered in Activity 3.5
- C) analyze the role of hormones related to growth and development and personal health;
 - Covered in Activity 3.2
- D) describe the cellular process of fertilization in human reproduction;
 - Covered in Activity 3.4