

eDynamic Learning Course Title: Middle School Health

State: TX  
State Course Title: Health Education  
State Standards: Health Education

TEKS	Unit Name(s)	Lesson(s) Numbers
(1) Physical health and hygiene--body systems. The student examines the structures, functions, and relationships of body systems and their relevance to personal health. The student is expected to describe the relationships among the body systems.		
(A) describe the relationships among the body systems.	Unit 2: My Body and My Mind	Lesson 1
(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.		
(A) list specific resources or facilities where members of the community can obtain medical care;	Unit 2: My Body and My Mind	Lesson 1
(B) explain ways to use health information to help self and others, including seizure awareness, diabetes education, and response plans such as first aid or cardiopulmonary resuscitation (CPR);	Unit 2: My Body and My Mind	Lesson 2
(C) identify barriers related to solving health problems and ways to overcome barriers; and	Unit 1: What is Health?	Lesson 5
(D) explain the course, signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus.	Unit 2: My Body and My Mind	Lesson 2
(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.		
(A) identify and analyze different emotions and causal thoughts in self;	Unit 2: My Body and My Mind	Lesson 3
(B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress;	Unit 2: My Body and My Mind	Lesson 3
(C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness;	Unit 3: Relationships That Rock	Lesson 1
(D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships;	Unit 3: Relationships That Rock	Lesson 2
(E) analyze similarities and differences between one's own and others' perspectives; and	Unit 3: Relationships That Rock	Lesson 1
(F) practice conflict resolution and mediation skills.	Unit 3: Relationships That Rock	Lesson 2
(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.		
(A) describe how internal and external factors influence self-esteem;	Unit 1: What is Health?	Lesson 3
(B) identify and develop strategies for setting long-term personal goals;	Unit 6: A Lifelong Journey	Lessons 3, 4
(C) create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and	Unit 6: A Lifelong Journey	Lesson 2
(D) identify decision-making skills that promote individual, family, and community mental health.	Unit 5: Looking Beyond	Lesson 4

<b>(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness.</b>		
(A) explain how adolescent brain development influences cognitive processing, emotions, and decision making;	Unit 2: My Body and My Mind	Lesson 1
(B) identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health; and	Unit 2: My Body and My Mind	Lesson 3
(C) discuss the influence of childhood trauma and how to recognize, process, and overcome negative events.	Unit 2: My Body and My Mind	Lesson 3
<b>(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.</b>		
(A) describe methods to support others who have long-term physical health conditions;	Unit 5: Looking Beyond	Lesson 3
(B) examine ways to influence peers positively and promote resiliency in others in stressful situations;	Unit 3: Relationships That Rock	Lesson 2
(C) differentiate between healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief;	Unit 2: My Body and My Mind	Lessons 3, 4
(D) describe the consequences of disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating;	Unit 2: My Body and My Mind	Lesson 4
(E) discuss the suicide risk and suicide protective factors as identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning sign in self or others;	Unit 2: My Body and My Mind	Lesson 4
(F) research and discuss protective factors and healthy self-management strategies to avoid self-harming behaviors; and	Unit 2: My Body and My Mind	Lesson 4
(G) examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide.	Unit 2: My Body and My Mind	Lesson 4
<b>(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.</b>		
(A) analyze food labels and menus to determine the nutritional value of foods and make healthy decisions about daily caloric intake;	Unit 1: What is Health?	Lesson 4
(B) develop a personal dietary plan; and	Unit 1: What is Health?	Lesson 4
(C) identify and practice strategies for choosing healthy foods and beverages in diverse social environments, including at home, at school, and while dining out.	Unit 1: What is Health?	Lesson 4
<b>(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.</b>		
(A) explain the relationships between nutrition, physical activity, quality of life, and disease in terms of their mental, physical, and social benefits;	Unit 1: What is Health?	Lessons 1, 4, 5
(B) identify how to balance caloric intake and physical activity; and	Unit 1: What is Health?	Lesson 4
(C) apply the CDC guidelines for daily physical activity to develop a physical fitness plan using appropriate technology.	Unit 1: What is Health?	Lesson 5

<b>(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.</b>		
(A) develop and examine progress of short- and long-term goals toward achieving appropriate levels of physical activity, improving personal physical fitness level, and making healthy personal food choices; and	Unit 1: What is Health?	Lesson 5
(B) explain how media influences buying decisions regarding physical fitness equipment or nutritional products.	Unit 1: What is Health?	Lesson 3
<b>(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.</b>		
(A) analyze the impact of moderate physical activity and healthy dietary practices in the prevention of obesity, heart disease, and diabetes;	Unit 1: What is Health?	Lesson 4
(B) analyze risk factors that may lead to the development of chronic conditions and formulate strategies to reduce the likelihood of developing chronic conditions;	Unit 2: My Body and My Mind	Lesson 2
(C) identify community and digital resources that can assist in developing healthy eating and physical activity behaviors; and	Unit 5: Looking Beyond	Lesson 4
(D) investigate and compare the nutritional differences between preparing and serving fresh or minimally processed food and serving commercially prepared or highly processed foods.	Unit 1: What is Health?	Lesson 4
<b>(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 demonstrate basic first-aid procedures, including CPR and the choking rescue.</b>		
(A) demonstrate basic first-aid procedures, including CPR and the choking rescue.	Unit 2: My Body and My Mind	Lesson 2
<b>(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.</b>		
(A) analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking;	Unit 5: Looking Beyond	Lesson 1
(B) define safe haven and identify designated safe haven locations in the community;	Unit 5: Looking Beyond	Lesson 1
(C) evaluate the dangers associated with a variety of weapons;	Unit 5: Looking Beyond	Lesson 1
(D) evaluate the importance of complying with rules prohibiting possession of and the improper use of weapons; and	Unit 5: Looking Beyond	Lesson 1
(E) create a personal safety plan.	Unit 5: Looking Beyond	Lesson 1
<b>(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.</b>		
(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;	Unit 5: Looking Beyond	Lesson 2
(B) discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;	Unit 5: Looking Beyond	Lesson 2
(C) evaluate strategies and techniques for identity protection in digital and online environments;	Unit 5: Looking Beyond	Lesson 2
(D) identify how technology is used to recruit or manipulate potential victims of sex trafficking; and	Unit 5: Looking Beyond	Lesson 2

(E) research the current legal consequences of cyberbullying and inappropriate digital and online communication.	Unit 5: Looking Beyond	Lesson 2
<b>(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.</b>		
(A) identify forms of family violence, including physical, mental, and emotional violence;	Unit 5: Looking Beyond	Lesson 1
(B) describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual;	Unit 5: Looking Beyond	Lesson 2
(C) explain the responsibility to report bullying behavior, including cyberbullying;	Unit 5: Looking Beyond	Lesson 2
(D) describe the seriousness of various forms of bullying such as harassment;	Unit 5: Looking Beyond	Lesson 2
(E) analyze strategies for prevention and intervention of all forms of bully	Unit 5: Looking Beyond	Lesson 2
(F) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety.	Unit 6: A Lifelong Journey	Lesson 2
<b>(15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health.</b>		
(A) differentiate between appropriate and inappropriate use of prescription and over-the-counter drugs, including combining drugs, and the outcomes of each;	Unit 4: Weighty Decisions	Lesson 4
(B) identify and describe the categories of prescription drugs and their proper uses;	Unit 4: Weighty Decisions	Lesson 4
(C) identify and explain the importance of each component of an over-the-counter drug warning label; and	Unit 4: Weighty Decisions	Lesson 4
(D) describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body systems and brain.	Unit 4: Weighty Decisions	Lessons 1-4
<b>(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.</b>		
(A) analyze and explain the short- and long-term health consequences of addiction to alcohol and tobacco and prescription and over-the-counter drug misuse and substance use disorders;	Unit 4: Weighty Decisions	Lessons 1-5
(B) analyze the importance of alternative activities to drug and substance use and misuse on mental and social health; and	Unit 4: Weighty Decisions	Lesson 5
(C) analyze the legal consequences of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.	Unit 4: Weighty Decisions	Lessons 1-4
<b>(17) Alcohol, tobacco, and other drugs--treatment. The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.</b>		
(A) identify and describe treatment options for substance abuse and addiction;	Unit 4: Weighty Decisions	Lesson 5
(B) identify signs and symptoms of alcohol; tobacco; drugs, including prescription drugs; and other substance use and misuse such as using medicine prescribed for someone else or for reasons other than intended; and	Unit 4: Weighty Decisions	Lessons 1-4

(C) identify at least one example of who, when, where, and how to get help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances.	Unit 4: Weighty Decisions	Lesson 5
<b>(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.</b>		
(A) examine the effects and role of peer influence on decision making and problem solving regarding the use and misuse of alcohol, tobacco, and other drugs;	Unit 4: Weighty Decisions	Lessons 1-4
(B) examine physical and social influences on alcohol, tobacco, and other drug use behaviors;	Unit 4: Weighty Decisions	Lesson 1-4
(C) differentiate among the relationships of alcohol, tobacco, drugs, and other substances and the roles these substances play in unsafe situations such as drinking and driving; and	Unit 4: Weighty Decisions	Lesson 1
(D) identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or other trusted adult.	Unit 4: Weighty Decisions	Lessons 2, 5
<b>(19) Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to develop and apply strategies, including demonstrating refusal skills, for avoiding alcohol, tobacco, and other drugs in various scenarios.</b>		
(A) develop and apply strategies, including demonstrating refusal skills, for avoiding alcohol, tobacco, and other drugs in various scenarios.	Unit 4: Weighty Decisions	Lessons 1-4
<b>(20) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships.</b>		
(A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage;	Unit 3: Relationships That Rock	Lesson 3
(B) explain how friendships provide a foundation for healthy dating/romantic relationships;	Unit 3: Relationships That Rock	Lesson 3
(C) describe healthy ways to express friendship, affection, and love;	Unit 3: Relationships That Rock	Lesson 3
(D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage;	Unit 3: Relationships That Rock	Lesson 3
(E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage;	Unit 3: Relationships That Rock	Lesson 3
(F) describe behaviors in dating/romantic relationships that enhance dignity and respect; and	Unit 3: Relationships That Rock	Lesson 3
(G) describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits.	Unit 3: Relationships That Rock	Lesson 4
<b>(21) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault.</b>		
(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse;	Unit 3: Relationships That Rock	Lesson 5
(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;	Unit 3: Relationships That Rock	Lesson 5

(C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;	Unit 3: Relationships That Rock	Lesson 5
(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence;	Unit 3: Relationships That Rock	Lesson 5
(E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others;	Unit 3: Relationships That Rock	Lesson 5
(F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships;	Unit 3: Relationships That Rock	Lesson 3
(G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships; and	Unit 3: Relationships That Rock	Lesson 3
(H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact.	Unit 3: Relationships That Rock	Lesson 3
<b>(22) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development.</b>		
(A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence;	Unit 2: My Body and My Mind	Lesson 1
(B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse;	Unit 3: Relationships That Rock	Lesson 4
(C) explain significant milestones of fetal development and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead;	Unit 3: Relationships That Rock	Lesson 4
(D) describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur; and	Unit 3: Relationships That Rock	Lesson 4
(E) define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment.	Unit 3: Relationships That Rock	Lesson 4
<b>(23) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks.</b>		
(A) explain how teen pregnancy is a possible outcome of sexual activity;	Unit 3: Relationships That Rock	Lesson 4
(B) explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society;	Unit 3: Relationships That Rock	Lesson 4
(C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer;	Unit 3: Relationships That Rock	Lesson 4
(D) describe various modes of transmission of STDs/STIs;	Unit 3: Relationships That Rock	Lesson 4
(E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;	Unit 3: Relationships That Rock	Lesson 4
(F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially;	Unit 3: Relationships That Rock	Lesson 4

(G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern;	Unit 3: Relationships That Rock	Lesson 4
(H) identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment;	Unit 3: Relationships That Rock	Lessons 4, 5
(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;	Unit 3: Relationships That Rock	Lesson 4
(J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent;	Unit 3: Relationships That Rock	Lesson 4
(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;	Unit 3: Relationships That Rock	Lesson 4
(L) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy;	Unit 3: Relationships That Rock	Lesson 4
(M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females;	Unit 3: Relationships That Rock	Lesson 4
(N)research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement;	Unit 3: Relationships That Rock	Lesson 4
(O) define legal implications of teen pregnancy, including the legal effects of acknowledgment and proof of paternity;	Unit 3: Relationships That Rock	Lesson 4
(P) describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child; and	Unit 3: Relationships That Rock	Lesson 5
(Q) examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault.	Unit 3: Relationships That Rock	Lesson 5