

Health Education, Grade 7-8

First Six Weeks :: The student is expected to...

- analyze the interrelationships of physical, mental, and social health;[1.A]
- use critical thinking to analyze and use health information such as interpreting media messages;[4.A]
- develop evaluation criteria for health information;[4.B]
- demonstrate ways to use health information to help self and others[4.C]
- describe personal health behaviors and knowledge unique to different generations and populations[9.A]
- describe characteristics that contribute to family health.[9.B]
- explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper and billboard[8.A]
- explain how programmers develop media to influence buying decisions.[8.B]
- predict the consequences of refusal skills in various situations;[12.D]
- examine the effects of peer pressure on decision making;[12.E]
- develop strategies for setting long-term personal and vocational goals[12.F]
- demonstrate time-management skills.[12.G]
- identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability[1.C]
- describe strategies to show respect for individual differences including age differences;[11.C]
- describe methods of communicating emotions;[11.D]
- identify information relating to abstinence;[5.D]
- analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;[5.E]
- discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;[5.F]
- analyze positive and negative relationships that influence individual and community health such as families, peers, and role models[7.A]
- develop strategies for monitoring positive and negative relationships that influence health.[7.B]
- describe the application of effective coping skills;[10.B]
- appraise the importance of social groups.[10.E]
- discuss the legal implications regarding sexual activity as it relates to minor persons.[4.D]
- identify strategies for prevention and intervention of emotional, physical, and sexual abuse;[5.C]
- interpret critical issues related to solving health problems;[12.A]
- relate practices and steps necessary for making health decisions;[12.B]
- appraise the risks and benefits of decision-making about personal health;[12.C]
- describe the application of strategies for controlling the environment such as emission control, water quality, and waste management.[6.B]

Second Six Weeks :: The student is expected to...

- explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances;[5.H]
- identify ways to prevent the use of tobacco, alcohol, and other drugs such as alternative activities;[5.J]
- describe techniques for responding to criticism;[11.A]
- demonstrate strategies for coping with problems and stress;[11.B]
- describe the effect of stress on personal and family health[11.E]
- describe the relationships between emotions and stress.[11.F]
- describe the life cycle of human beings including birth, dying, and death.[1.D]
- compare and contrast changes in males and females;[2.C]
- describe physiological and emotional changes that occur during pregnancy[2.D]

Health Education, Grade 7-8

- explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health;[2.A]
- describe the influence of the endocrine system on growth and development;[2.B]
- examine physical and emotional development during adolescence.[2.E]
- differentiate between positive and negative peer pressure;[10.A]
- summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases.[3.D]
- explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups;[3.A]
- analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors;[3.B]
- distinguish risk factors associated with communicable and noncommunicable diseases[3.C]

Third Six Weeks :: The student is expected to...

- analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;[5.A]
- describe the dangers associated with a variety of weapons;[5.B]
- demonstrate basic first-aid procedures including Cardiopulmonary Resuscitation (CPR) and the choking rescue; [5.G]
- apply strategies for avoiding violence, gangs, weapons and drugs[5.K]
- explain the importance of complying with rules prohibiting possession of drugs and weapons.[5.L]
- relate physical and social environmental factors to individual and community health such as climate and gangs [6.A]

All TEKS :: The student is expected to...

- analyze the interrelationships of physical, mental, and social health;[1.A]
- identify and describe types of eating disorders such as bulimia, anorexia, or overeating;[1.B]
- identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability[1.C]
- describe the life cycle of human beings including birth, dying, and death.[1.D]
- explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health;[2.A]
- describe the influence of the endocrine system on growth and development;[2.B]
- compare and contrast changes in males and females;[2.C]
- describe physiological and emotional changes that occur during pregnancy[2.D]
- examine physical and emotional development during adolescence.[2.E]
- explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups;[3.A]
- analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors;[3.B]
- distinguish risk factors associated with communicable and noncommunicable diseases[3.C]
- summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases.[3.D]
- use critical thinking to analyze and use health information such as interpreting media messages;[4.A]
- develop evaluation criteria for health information;[4.B]
- demonstrate ways to use health information to help self and others[4.C]
- discuss the legal implications regarding sexual activity as it relates to minor persons.[4.D]
- analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;[5.A]
- describe the dangers associated with a variety of weapons;[5.B]
- identify strategies for prevention and intervention of emotional, physical, and sexual abuse;[5.C]
- identify information relating to abstinence;[5.D]

Health Education, Grade 7-8

- analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;[5.E]
- discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;[5.F]
- demonstrate basic first-aid procedures including Cardiopulmonary Resuscitation (CPR) and the choking rescue; [5.G]
- explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances;[5.H]
- relate medicine and other drug use to communicable disease, prenatal health, health problems in later life, and other adverse consequences;[5.I]
- identify ways to prevent the use of tobacco, alcohol, and other drugs such as alternative activities;[5.J]
- apply strategies for avoiding violence, gangs, weapons and drugs[5.K]
- explain the importance of complying with rules prohibiting possession of drugs and weapons.[5.L]
- relate physical and social environmental factors to individual and community health such as climate and gangs [6.A]
- describe the application of strategies for controlling the environment such as emission control, water quality, and waste management.[6.B]
- analyze positive and negative relationships that influence individual and community health such as families, peers, and role models[7.A]
- develop strategies for monitoring positive and negative relationships that influence health.[7.B]
- explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper and billboard[8.A]
- explain how programmers develop media to influence buying decisions.[8.B]
- describe personal health behaviors and knowledge unique to different generations and populations[9.A]
- describe characteristics that contribute to family health.[9.B]
- differentiate between positive and negative peer pressure;[10.A]
- describe the application of effective coping skills;[10.B]
- distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact;[10.C]
- summarize and relate conflict resolution/mediation skills to personal situations[10.D]
- appraise the importance of social groups.[10.E]
- describe techniques for responding to criticism;[11.A]
- demonstrate strategies for coping with problems and stress;[11.B]
- describe strategies to show respect for individual differences including age differences;[11.C]
- describe methods of communicating emotions;[11.D]
- describe the effect of stress on personal and family health[11.E]
- describe the relationships between emotions and stress.[11.F]
- interpret critical issues related to solving health problems;[12.A]
- relate practices and steps necessary for making health decisions;[12.B]
- appraise the risks and benefits of decision-making about personal health;[12.C]
- predict the consequences of refusal skills in various situations;[12.D]
- examine the effects of peer pressure on decision making;[12.E]
- develop strategies for setting long-term personal and vocational goals[12.F]
- demonstrate time-management skills.[12.G]