

**Detailed Correlation of the TEKS  
for Health 1 with the 2014 p.a.p.a. Curriculum**

§115.32. **Health 1**, Grades 9-10 (One-Half Credit)

(b) Knowledge and skills.

(1) Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:

TEKS Objective	Session Coverage
(A) relate the nation's health goals and objectives to individual, family, and community health;	
(B) examine the relationship among body composition, diet, and fitness;	
(C) explain the relationship between nutrition, quality of life, and disease;	
(D) describe the causes, symptoms, and treatment of eating disorders;	
(E) examine issues related to death and grieving;	
(F) discuss health-related social issues such as organ donation and homelessness;	
(G) analyze strategies to prevent suicides;	
(H) examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression;	7 Parenting as a Team 9 Choosing Healthy Relationships 10 Recognizing Relationship Violence
(I) describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages.	

(2) Health information. The student is health literate in disease prevention and health promotion throughout the life span. The student is expected to:

TEKS Objective	Session Coverage
(A) analyze the relationship between health promotion and disease prevention;	
(B) analyze the influence of laws, policies, and practices on health-related issues including those related to disease prevention;	2 Establishing Paternity 3 Benefits of Legal Fatherhood 5 Child Support 6 Parents Who Don't Pay
(C) identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion; and	5 Child Support 10 Recognizing Relationship Violence
(D) develop and analyze strategies related to the prevention of communicable and non-communicable diseases.	

(3) Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:

TEKS Objective	Session Coverage
(A) explain fetal development from conception through pregnancy and birth;	
(B) explain the importance of the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;	
(C) analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead; and	
(D) explain the significance of genetics and its role in fetal development.	

(4) Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:

TEKS Objective	Session Coverage
(A) analyze the health messages delivered through media and technology; and	
(B) explain how technology has impacted the health status of individuals, families, communities, and the world.	10 Recognizing Relationship Violence

(5) Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:

TEKS Objective	Session Coverage
(A) develop evaluation criteria for health information;	
(B) demonstrate ways to utilize criteria to evaluate health information for appropriateness;	
(C) discuss the legal implications regarding sexual activity as it relates to minor persons; and	2 Establishing Paternity 6 Parents Who Don't Pay
(D) demonstrate decision-making skills based on health information	2 Establishing Paternity 3 Benefits of Legal Fatherhood 5 Child Support 6 Parents Who Don't Pay 7 Parenting as a Team 8 Love, Marriage and a Baby Carriage 9 Choosing Healthy Relationships

(6) Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to:

TEKS Objective	Session Coverage
(A) examine the effects of health behaviors on body systems	
(B) relate the importance of early detection and warning signs that prompt individuals of all ages to seek health care; and	
(C) appraise the significance of body changes occurring during adolescence.	

(7) Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency

throughout the life span. The student is expected to:

TEKS Objective	Session Coverage
(A) analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;	
(B) explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents;	
(C) develop strategies for preventing use of tobacco, alcohol, and other addictive substances;	
(D) analyze the importance of alternatives to drug and substance use;	
(E) analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;	
(F) analyze strategies for preventing and responding to deliberate and accidental injuries;	
(G) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;	10 Recognizing Relationship Violence
(H) analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;	
(I) analyze the effectiveness and ineffectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases (STDs), keeping in mind the effectiveness of remaining abstinent until marriage;	
(J) analyze the importance of healthy	7 Parenting as a Team

strategies that prevent physical, sexual, and emotional abuse such as date rape;	9 Choosing Healthy Relationships 10 Recognizing Relationship Violence
(K) 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; and	
(L) 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.	

(8) Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:

(A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends; and	1 What is a Parent? 3 Benefits of Legal Fatherhood 6 Parents Who Don't Pay 7 Parenting as a Team 8 Love, Marriage and A Baby Carriage 9 Choosing Healthy Relationships 10 Recognizing Relationship Violence
(B) explain the benefits of positive relationships among community health professionals in promoting a healthy community.	

(9) Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:

(A) describe the roles of parents, grandparents, and other family members in promoting a healthy family; and	1 What is a parent? 2 Establishing Paternity 3 Benefits of Legal Fatherhood 5 Child Support 7 Parenting as a Team 9 Choosing Healthy Relationships
(B) analyze the dynamics of family roles and responsibilities relating to health behavior.	1 What is a parent? 3 Benefits of Legal Fatherhood 6 Parents Who Don't Pay 7 Parenting as a Team

	9 Choosing Healthy Relationships
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(10) Influencing factors. The student evaluates the effect of a variety of environmental factors on community and world health. The student is expected to:

(A) assess the impact of population and economy on community and world health;	
(B) analyze the impact of the availability of health services in the community and the world; and	
(C) describe a variety of community and world environmental protection programs	

(11) Influencing factors. The student understands how to access school and community health services for people of all ages. The student is expected to:

(A) research various school and community health services for people of all ages such as vision and hearing screenings and immunization programs; and	7 Parenting as a Team 10 Recognizing Relationship Violence
(B) compare and analyze the cost, availability, and accessibility of health services for people of all ages.	

(12) Influencing factors. The student understands situations in which people of all ages require professional health services. The student is expected to:

(A) identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care; and	10 Recognizing Relationship Violence
(B) explain how to access health services for people of all ages.	10 Recognizing Relationship Violence

(13) Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:

TEKS Objective	Session Coverage
(A) demonstrate communication skills in building and maintaining healthy relationships;	3 Benefits of Legal Fatherhood 7 Parenting as a Team 8 Love, Marriage And A Baby Carriage 9 Choosing Healthy Relationships
(B) distinguish between a dating relationship and a marriage;	7 Parenting as a Team 8 Love, Marriage And A Baby Carriage

(C) analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;	6 Parents Who Don't Pay 7 Parenting as a Team 8 Love, Marriage And A Baby Carriage 9 Choosing Healthy Relationships
(D) evaluate the effectiveness of conflict resolution techniques in various situations	7 Parenting as a Team 9 Choosing Healthy Relationships 10 Recognizing Relationship Violence
(E) demonstrate refusal strategies	10 Recognizing Relationship Violence
(F) explore methods for addressing critical health issues; and	
(G) evaluate the dynamics of social groups	

(14) Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:

(A) demonstrate strategies for communicating needs, wants, and emotions;	1 What is a parent? 3 Benefits of Legal Fatherhood 4 Cost of Parenting 7 Parenting as a Team 8 Love, Marriage And a Baby Carriage 9 Choosing Healthy Relationships
(B) examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse; and	2 Establishing Paternity 6 Parents Who Don't Pay 10 Recognizing Relationship Violence
(C) communicate the importance of practicing abstinence.	

(15) Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:

(A) apply communication skills that demonstrate consideration and respect for self, family, and others;	1 What is a parent? 3 Benefits of Legal Fatherhood 6 Parents Who Don't Pay 7 Parenting as a Team 8 Love, Marriage and A Baby Carriage 9 Choosing Healthy Relationships
(B) demonstrate empathy towards others; and	1 What is a parent? 6 Parents Who Don't Pay 7 Parenting as a Team 8 Love, Marriage and A Baby Carriage 9 Choosing Healthy Relationships

	10 Recognizing Relationship Violence
(C) analyze ways to show disapproval of inconsiderate and disrespectful behavior	7 Parenting as a Team 10 Recognizing Relationship Violence

(16) Personal/interpersonal skills. The student synthesizes information and applies critical thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:

(A) identify decision-making skills that promote individual, family, and community health;	1 What is a Parent? 2 Establishing Paternity 3 Benefits of Legal Fatherhood 5 Child Support 7 Parenting as a Team 9 Choosing Healthy Relationships 10 Recognizing Relationship Violence
(B) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills	10 Recognizing Relationship Violence
(C) classify forms of communication such as passive, aggressive, or assertive; and	9 Choosing Healthy Relationships 10 Recognizing Relationship Violence
(D) associate risk-taking with consequences such as drinking and driving.	6 Parents Who Don't Pay 10 Recognizing Relationship Violence

(17) Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:

TEKS Objective	Session Coverage
(A) research information about a personal health concern;	10 Recognizing Relationship Violence
(B) demonstrate knowledge about personal and family health concerns; and	7 Parenting as a Team 10 Recognizing Relationship Violence
(C) develop strategies to evaluate information relating to a variety of critical health issues.	5 Child Support