



Texas Essential Knowledge and Skills (TEKS) Behavior Alignment Tool

Infant, Toddlers, 3 Year Old–Kindergarten

Grades 1–4

Grades 5–8

Grades 9–12



Texas Essential Knowledge and Skills (TEKS) Behavior Alignment Tool

TABLE OF CONTENTS

English Language Arts (ELA):

Infant, Toddlers, 3 YO–Kindergarten.....	3
Grades 1–4.....	5
Grades 5–8.....	6
Grades 9–12	7

Communication Applications

Infant, Toddlers, 3 YO–Kindergarten.....	8
Grades 1–4.....	9
Grades 5–8.....	10
Grades 9–12	11

Career and Technical Education (CTE)

Infant, Toddlers, 3 YO–Kindergarten.....	12
Grades 1–4.....	13
Grades 5–8.....	14
Grades 9–12	15

Fine Arts

Infant, Toddlers, 3 YO–Kindergarten.....	16
Grades 1–4.....	18
Grades 5–8.....	19
Grades 9–12	21

Health Education

Infant, Toddlers, 3 YO–Kindergarten.....	22
Grades 1–4.....	25
Grades 5–8.....	32
Grades 9–12	43

Math

Infant, Toddlers, 3 YO–Kindergarten.....	49
Grades 1–4.....	50
Grades 5–8.....	51
Grades 9–12	52

Physical Education

Infant, Toddlers, 3 YO–Kindergarten.....	53
Grades 1–4.....	55
Grades 5–8.....	57
Lifetime Fitness and Wellness Pursuits, Lifetime Recreation and Outdoor Pursuits, and Skill-Based Lifetime Activities	59

Science

Infant, Toddlers, 3 YO–Kindergarten.....	60
Grades 1–4.....	61
Grades 5–8.....	62
Grades 9–12	63

Social Studies

Infant, Toddlers, 3 YO–Kindergarten.....	64
Grades 1–4.....	67
Grades 5–8.....	69
Grades 9–12	71

Technology Applications

Infant, Toddlers, 3 YO–Kindergarten.....	72
Grades 1–4.....	73
Grades 5–8.....	75
Grades 9–12	77

English Language Arts (ELA) | Infant – Kindergarten

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
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Concepts of Print

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
<p>Listening and Understanding (LU) Communication and Speaking (CS) *Exploration and Discovery (ED)</p>	<p>Emergent Literacy: Language and Communication Domain A. Listening Comprehension B. Speaking (Conversation) C. Articulation D. Vocabulary E. Sentences and Structure</p>		<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. <i>The student is expected to:</i></p>
<p>LU.2. Responds to nonverbal and verbal communication of others. CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes. ED.1. Pays attention and exhibits curiosity in people and objects.</p>	<p>A.1 Child responds to situations in ways that demonstrate an understanding of what has been communicated.</p>	<p>A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.</p>	<p>(A) listen actively and ask questions to understand information and answer questions using multi-word responses</p>
<p>LU.1. Listens with interest to language of others. LU.2. Responds to nonverbal and verbal communication of others.</p>	<p>A.2 Child shows understanding by following two-step verbal directions.</p>	<p>A.2 Child shows understanding by following three-step verbal directions.</p>	<p>(B) restate and follow oral directions that involve a short, related sequence of actions.</p>
<p>CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes. CS.3. Uses language to engage in simple conversations.</p>	<p>B.1 Child uses language to communicate basic needs and wants.</p>	<p>B.1 Child uses language for multiple purposes.</p>	<p>(C) share information and ideas by speaking audibly and clearly using the conventions of language.</p>
<p>LU.2. Responds to nonverbal and verbal communication of others. LU.3. Begins to understand the rules of conversations. CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes. CS.2. Imitates sounds, gestures, signs, and words. CS.3. Uses language to engage in simple conversations.</p>	<p>B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers. B.4 Child begins to use appropriate language for different situations.</p>	<p>B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules. B.4 Child matches language to social contexts.</p>	<p>(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p>
<p>CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes. CS.3. Uses language to engage in simple conversations.</p>	<p>B.3 Child is able to communicate basic information in familiar social settings.</p>	<p>B.3 Child provides appropriate information in various settings.</p>	<p>(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p>

English Language Arts (ELA) | Infant – Kindergarten

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
<p>CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes.</p> <p>CS.3. Uses language to engage in simple conversations.</p>	<p>C.1 Child’s speech is understood by familiar adults and peers.</p> <p>E.3 Child uses simple sentence structures with at least one idea.</p> <p>E.4 Child understands increasingly longer sentences that combine two ideas.</p>	<p>C.1 Child’s speech is understood by both familiar and unfamiliar adults and peers</p> <p>E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p>	<p>NA</p>
<p>LU.1. Listens with interest to language of others.</p> <p>LU.2. Responds to nonverbal and verbal communication of others.</p> <p>CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes.</p> <p>CS.3. Uses language to engage in simple conversations.</p>	<p>D.2 Child understands (receptive) the instructional language of the classroom.</p>	<p>D.2 Child understands (receptive) the instructional language of the classroom.</p>	<p>NA</p>
<p>CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes.</p> <p>CS.3. Uses language to engage in simple conversations.</p>	<p>E.1 Child typically uses simple sentences of three to four words, usually in correct word order.</p>	<p>E.1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p>	<p>NA</p>
<p>CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes. CS.3. Uses language to engage in simple conversations.</p>	<p>E.2 Child begins to use regular plurals and regular past tense correctly.</p>	<p>E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<p>NA</p>

Emergent Literacy: Reading Domain

<p>LU.1. Listens with interest to language of others.</p> <p>EL.1. Shows interest in songs, rhymes, and stories.</p> <p>EL.2. Develops interest in and involvement with books and other print materials.</p> <p>ED.3. Shows interest in colors, shapes, patterns, and pictures.</p>	<p>A.1 Child demonstrates an interest in pictures, text, and stories read aloud.</p> <p>A.2 Child tells a story by looking at pictures or from memory.</p> <p>A.3 Child notices and connects meaning to environmental print.</p>	<p>A.1 Child engages in story related pre-reading activities.</p> <p>A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.</p> <p>A.3 Child recognizes that all print carries meaning and serves as a means for communication.</p>	<p>NA</p>
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English Language Arts (ELA) | Grade 1 – Grade 4

Grade 1

Grade 2

Grade 3

Grade 4

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. *The student is expected to:*

(A) listen actively,ask relevant questions to clarify information, and answer questions using multi-word responses.	(A) listen actively,ask relevant questions to clarify information, and answer questions using multi-word responses.	(A) listen actively,ask relevant questions to clarify information, and make pertinent comments.	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments.
(B) follow, restate, and give oral instructions that involve a short, related sequence of actions.	(B) restate and follow oral directions that involve a short,related sequence of actions.	(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	(B) follow, restate, and give oral instructions that involve a series of related sequences of action.
(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	(C) share information and ideas by speaking audibly and clearly using the conventions of language.	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	(D) work collaboratively with others by following agreed-upon rules for discussion,including taking turns.	(D) work collaboratively with others by following agreed-upon rules, norms, and protocols.	(D) work collaboratively with others to develop a plan of shared responsibilities.
(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	(E) develop social communication such as conversing politely in all situations.	NA

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. *The student is expected to:*

(A) generate questions for formal and informal inquiry with adult assistance.	(A) generate questions for formal and informal inquiry with adult assistance	(A) generate questions on a topic for formal and informal inquiry	(A) generate and clarify questions on a topic for formal and informal inquiry
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English Language Arts (ELA) | Grade 5 – Grade 8

Grade 5

Grade 6

Grade 7

Grade 8

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. *The student is expected to:*

(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.

(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately.

(A) listen actively to interpret a message by summarizing, asking questions, and making comments.

(A) listen actively to interpret a message by summarizing, asking questions, and making comments.

(B) follow, restate, and give oral instructions that include multiple action steps.

(B) follow and give oral instructions that include multiple action steps.

(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.

(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.

(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.

(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.

(D) work collaboratively with others to develop a plan of shared responsibilities.

(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.

(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. *The student is expected to:*

(13)

(12)

(12)

(12)

(A) generate and clarify questions on a topic for formal and informal inquiry.

(A) generate student-selected and teacher-guided questions for formal and informal inquiry.

(A) generate student-selected and teacher-guided questions for formal and informal inquiry.

(A) generate student-selected and teacher-guided questions for formal and informal inquiry.

English Language Arts (ELA) | Grade 9 – Grade 12

Grade 9

Grade 10

Grade 11

Grade 12

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. *The student is expected to:*

(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker’s message and critiquing the impact of a speaker’s use of diction and syntax.

(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker’s message and critiquing the impact of a speaker’s use of diction, syntax, and rhetorical strategies.

(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes.

(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes.

(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately.

(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately.

(C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(C) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(C) formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.

(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.

(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. *The student is expected to:*

(A) develop questions for formal and informal inquiry.

Communication Applications | Infant – Kindergarten

Infant, Toddler, 3 Year Old

PK3

PK4

Kindergarten

No relevant TEKS found

Communication Applications | Grade 1 - Grade 4

Grade 1

Grade 2

Grade 3

Grade 4

No relevant TEKS found

Communication Applications | Grade 5 - Grade 8

Grade 5

Grade 6

Grade 7

Grade 8

No relevant TEKS found

CA.1: Communication Process

The student demonstrates knowledge of various communication processes in professional and social contexts. *The student is expected to:*

- CA.1A: Explain the importance of effective communication skills in professional and social contexts.
- CA.1B: Identify the components of the communication process and their functions.
- CA.1C: Identify standards for making appropriate communication choices for self, listener, occasion, and task.
- CA.1D: Identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately.
- CA.1E: Identify types of nonverbal communication and their effects.
- CA.1F: Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance.
- CA.1G: Identify the components of the listening process.
- CA.1H: Identify specific kinds of listening such as critical, deliberative, and empathic.
 - CA.1I: Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
 - CA.1J: Identify and analyze ethical and social responsibilities of communicators.

CA.2: Interpersonal

The student uses appropriate interpersonal communication strategies in professional and social contexts. *The student is expected to:*

- CA.2A: Identify types of professional and social relationships, their importance, and the purposes they serve.
- CA.2B: Employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships.
- CA.2C: Use communication management skills to develop appropriate assertiveness, tact, and courtesy.
- CA.2D: Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism.
- CA.2E: Send clear and appropriate requests, provide clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others.
- CA.2F: Participate appropriately in conversations.
- CA.2G: Communicate effectively in interviews.
- CA.2H: Identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age.
 - CA.2I: Analyze and evaluate the effectiveness of one’s own and others’ communication.

CA.3: Group Communication

The student communicates effectively in groups in professional and social contexts. *The student is expected to:*

- CA.3A: Identify kinds of groups, their importance, and the purposes they serve.
- CA.3B: Analyze group dynamics and processes for participating effectively in groups.
- CA.3C: Identify and analyze the roles of group members and their influence on group dynamics.
- CA.3D: Demonstrate understanding of group roles and their impact on group effectiveness.
- CA.3E: Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
- CA.3F: Identify and analyze leadership styles.
- CA.3G: Use effective communication strategies in leadership roles.
- CA.3H: Use effective communication strategies for solving problems, managing conflicts, and building consensus in groups.
 - CA.3I: Analyze the participation and contributions of group members and evaluate group effectiveness.

Infant, Toddler, 3 Year Old

PK3

PK4

Kindergarten

No relevant TEKS found

Grade 1

Grade 2

Grade 3

Grade 4

No relevant TEKS found

Career and Technical Education (CTE) | Grade 5 - Grade 8

Grade 5	Grade 6	Grade 7	Grade 8
		Middle School	
NA	(4) The student develops skills for personal success. <i>The student is expected to:</i>		
NA	(A) demonstrate effective time-management and goal-setting strategies.		
NA	(B) identify skills that can be transferable among a variety of careers.		
NA	(C) give oral professional presentations on a topic related to career and college exploration using appropriate technology.		
NA	(D) apply core academic skills to meet personal, academic, and career goals.		
NA	(E) explain the value of community service and volunteerism.		
NA	(F) define and identify examples in the workplace of characteristics required for personal and professional success such as work ethic, integrity, dedication, and perseverance.		
NA	(6) The student investigates job-seeking skills. <i>The student is expected to:</i>		
NA	(A) identify the steps of an effective job search.		
NA	(B) describe appropriate appearance for an interview.		
NA	(C) participate in a mock interview.		

Career and Technical Education (CTE) | Grade 9 - Grade 12

Grade 9

Grade 10

Grade 11

Grade 12

No relevant TEKS found

Fine Arts | Infant – Kindergarten

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
ART			
NA	NA	NA	(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. <i>The student is expected to:</i>
NA	NA	NA	(A) gather information from subjects in the environment using the senses.
NA	NA	NA	(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. <i>The student is expected to:</i>
NA	NA	NA	(B) share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork.
MUSIC			
NA	NA	NA	(1) Foundations: music literacy. The student describes and analyzes musical sound. <i>The student is expected to:</i>
NA	NA	NA	(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices.

Fine Arts | Infant – Kindergarten – *continued*

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
NA	NA	NA	(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. <i>The student is expected to:</i>
NA	NA	NA	(A) identify and demonstrate appropriate audience behavior during live or recorded performances.
THEATRE			
NA	NA	NA	(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. <i>The student is expected to:</i>
NA	NA	NA	(C) imitate sounds.
NA	NA	NA	(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. <i>The student is expected to:</i>
NA	NA	NA	(A) demonstrate safe use of movement and voice.
NA	NA	NA	(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. <i>The student is expected to:</i>
NA	NA	NA	(A) discuss, practice, and display appropriate audience behavior.
NA	NA	NA	(B) respond to dramatic activities through discussion.

Fine Arts | Grade 1 - Grade 4

Grade 1

Grade 2

Grade 3

Grade 4

ART

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. *The student is expected to:*

(A) identify similarities, differences, and variations among subjects in the environment using the senses.

(A) compare and contrast variations in objects and subjects from the environment using the senses.

(A) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.

(A) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.

MUSIC

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. *The student is expected to:*

(A) identify and demonstrate appropriate audience behavior live or recorded performances.

(A) begin to practice appropriate audience behavior during live or recorded performances.

(A) exhibit audience etiquette during live and recorded performances.

(A) exhibit audience etiquette during live and recorded performances.

THEATER

(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. *The student is expected to:*

(C) imitate actions and sounds.

(D) role play, imitate, and recreate dialogue.

(D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations.

(D) express emotions and ideas using interpretive movements, sounds, and dialogue.

(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. *The student is expected to:*

(A) demonstrate safe use of movement and voice.

(A) demonstrate safe use of movement and voice.

(A) demonstrate safe use of movement and voice.

(A) demonstrate safe use of the voice and body.

(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. *The student is expected to:*

(A) discuss, practice, and display appropriate audience behavior.

(A) discuss, practice, and display appropriate audience behavior.

(A) apply appropriate audience behavior at formal and informal performances.

(A) apply appropriate audience behavior at formal and informal performances.

(B) discuss dramatic activities.

(B) react to and discuss dramatic activities.

(B) discuss and evaluate simple dramatic activities and performances.

(B) compare visual, aural, oral, and kinetic aspects of informal play making with formal theatre.

Fine Arts | Grade 5 - Grade 8

Grade 5

Grade 6

Grade 7

Grade 8

ART

(1) **Foundations: observation and perception.** The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. *The student is expected to:*

NA

NA

NA

(A) develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art.

NA

NA

NA

MUSIC

(6) **Critical evaluation and response.** The student listens to, responds to, and evaluates music and musical performances. *The student is expected to:*

NA

NA

NA

(A) exhibit audience etiquette during live and recorded performances.

NA

NA

NA

THEATER

(1) **Foundations: inquiry and understanding.** The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. *The student is expected to:*

NA

NA

NA

(D) express emotions and relate ideas using interpretive and planned movement and dialogue.

NA

NA

NA

Fine Arts | Grade 5 – Grade 8 – *continued*

Grade 5	Grade 6	Grade 7	Grade 8
(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. <i>The student is expected to:</i>	NA	NA	NA
(A) demonstrate safe use of the voice and body.	NA	NA	NA
(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. <i>The student is expected to:</i>	NA	NA	NA
(A) analyze and apply appropriate audience behavior at a variety of performances.	NA	NA	NA
(B) compare visual, aural, oral, and kinetic aspects of informal and formal theatre with the elements of art, dance, or music.	NA	NA	NA

Fine Arts | Grade 9 - Grade 12

Grade 9

Grade 10

Grade 11

Grade 12

No relevant TEKS found

Health Education | Infant – Kindergarten

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
NA	NA	NA	(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. <i>The student is expected to:</i>
NA	NA	NA	(A) identify their own feelings and emotions.
NA	NA	NA	(B) describe and practice calming and self-management strategies.
NA	NA	NA	(C) discuss how friends can influence a person’s behavior.
NA	NA	NA	(D) demonstrate skills for making new acquaintances.
NA	NA	NA	(E) demonstrate respect and communicate appropriately with individuals.
NA	NA	NA	(F) identify and practice ways to solve conflicts with a friend.
NA	NA	NA	(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. <i>The student is expected to:</i>
NA	NA	NA	(A) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness.
NA	NA	NA	(B) discuss the meaning of goals and identify at least one health-related goal.
NA	NA	NA	(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. <i>The student is expected to</i> discuss how to treat peers with different learning needs with dignity.

Health Education | Infant – Kindergarten – *continued*

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
NA	NA	NA	(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. <i>The student is expected to:</i>
NA	NA	NA	(A) identify roles and characteristics of a trusted adult.
NA	NA	NA	(B) identify and role play refusal skills such as saying “no” to protect personal space and to avoid unsafe situations.
NA	NA	NA	(C) identify personal space and appropriate boundaries.
NA	NA	NA	(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. <i>The student is expected to:</i>
NA	NA	NA	(A) name safe play environments.
NA	NA	NA	(B) name objects that may be dangerous such as knives, scissors, and screwdrivers and explain how they can be harmful.
NA	NA	NA	(C) recall personal home address as part of a personal safety plan.
NA	NA	NA	(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. <i>The student is expected to:</i>

Health Education | Infant – Kindergarten – *continued*

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
NA	NA	NA	(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. <i>The student is expected to:</i>
NA	NA	NA	(A) identify bullying behaviors and the role of the bystander.
NA	NA	NA	(B) identify ways to discourage bullying.
NA	NA	NA	(C) describe appropriate actions to take in response to bullying such as telling a parent or another trusted adult.
NA	NA	NA	(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.
NA	NA	NA	(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. <i>The student is expected to:</i>
NA	NA	NA	(A) discuss the proper usage of medications.
NA	NA	NA	(B) discuss the harmful effects of alcohol, tobacco, and drugs on physical health.
NA	NA	NA	(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.

Health Education | Grade 1 – Grade 4

Grade 1	Grade 2	Grade 3	Grade 4
(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. <i>The student is expected to:</i>			
(A) identify their own feelings and emotions.	(A) communicate needs, wants, and emotions in healthy ways.	(A) communicate needs, wants, and emotions in healthy ways.	(A) analyze how thoughts and emotions influence behaviors.
(B) discuss and explain how emotions can interrupt thinking and the self-management process.	(B) describe and practice calming and self-management strategies.	(B) describe strategies for assessing thoughts and applying calming and self-management practices.	(B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger.
(C) describe and practice calming and self-management strategies.	(C) discuss and explain how thoughts and emotions are related.	(C) discuss and explain how the brain develops through maturation.	(C) discuss and explain how the brain develops during childhood and the role the brain plays in behavior.
(D) describe ways in which peers and families can work together to build healthy relationships.	(D) explain the effect of peer influence on an individual's social and emotional health.	(D) distinguish between healthy and harmful influences of friends and others.	(D) identify positive and negative characteristics of social groups.
(E) describe ways to build and maintain friendships.	(E) describe the qualities of a good friend.	(E) describe the characteristics of healthy and unhealthy friendships.	(E) explain the importance of being a positive role model.
(F) identify ways to respectfully communicate verbally and nonverbally.	(F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others.	(F) describe the value of respectful communication.	(F) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods.
(G) identify feelings and emotions expressed by others.	(G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues.	(G) discuss how others may experience situations differently than oneself.	(G) identify verbal, physical, and situational cues that indicate how others may feel.
(H) identify and practice ways to solve conflicts with friends and peers.	(H) demonstrate strategies for resolving conflicts.	(H) demonstrate strategies for resolving conflicts.	(H) explain the difference between assertive behavior and aggressive behavior

Health Education | Grade 1 – Grade 4 – *continued*

Grade 1	Grade 2	Grade 3	Grade 4
(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. <i>The student is expected to:</i>			
(A) discuss ways to be kind to self and how to identify areas for growth,	(A) discuss ways to be kind to self and others.	(A) define self-esteem and ways it is formed, including identifying areas for one’s personal growth.	(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.
(B) explain the importance of goal setting and task completion.	(B) define personal growth and identify areas for one’s personal growth.	(B) describe the importance of seeking guidance from a parent or another trusted adult in setting goals.	(B) explain the advantages of setting short- and long-term goals.
NA	(C) list the steps and describe the importance of goal setting and task completion.	NA	(C) explain the importance of time management with respect to a goal.
(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. <i>The student is expected to:</i>			
(A) discuss and demonstrate how to treat peers with different learning needs with dignity and respect.	(A) identify strategies for managing different learning needs of self and others.	(A) describe methods for managing challenges related to long-term health conditions.	(A) describe methods for managing concerns related to long-term health conditions for self and others.
(B) identify situations that can create positive stress and positive emotions.	(B) identify positive and negative stressors and how they impact emotions and learning.	(B) describe strategies to support others in managing different learning needs.	(B) differentiate between positive and negative stress.
(C) discuss the signs and symptoms associated with negative stress such as loss or grief.	NA	(C) describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose.	(C) define sources of stress, including trauma, loss, and grief.
NA	NA	(D) describe and practice healthy behaviors that reduce stress.	(D) discuss ways to promote a healthy body image.
NA	NA	(E) describe the importance of acceptance of oneself and others.	(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.

Health Education | Grade 1 – Grade 4 – *continued*

Grade 1	Grade 2	Grade 3	Grade 4
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. <i>The student is expected to:</i>			
(9)	(9)	(9)	(10)
(9) describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others.	(9) describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others.	(9) develop a home-safety and emergency response plan such as a fire safety plan.	(10) to identify and demonstrate strategies for preventing and responding to injuries.
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. <i>The student is expected to:</i>			
(10)	(10)	(10)	(11)
(A) demonstrate refusal skills to protect personal space and avoid unsafe situations.	(A) demonstrate refusal skills to protect personal space and avoid unsafe situations.	(10) identify refusal skills such as saying “no” when privacy, personal boundaries, or personal space are not respected.	(11) explain the importance of using refusal skills such as saying “no” when privacy, personal boundaries, or personal space are not respected.
(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.	(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.	NA	NA
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. <i>The student is expected to:</i>			
(11)	(11)	(11)	(12)
(A) describe unsafe situations, including interacting with strangers.	(A) describe unsafe situations, including interacting with strangers.	(A) identify reasons for avoiding violence, gangs, weapons, and drugs.	(A) identify strategies for avoiding violence, gangs, and weapons.
(B) explain ways to avoid weapons and report the presence of unsupervised weapons to a parent or another trusted adult.	(B) explain ways to avoid weapons and report the presence of unsupervised weapons to a parent or another trusted adult.	(B) identify characteristics of safe home, school, and community environments.	(B) identify characteristics of gang behavior.

Health Education | Grade 1 – Grade 4 – *continued*

Grade 1	Grade 2	Grade 3	Grade 4
(C) identify the hazards of unsupervised and improper handling of guns and other weapons.	(C) identify the hazards of unsupervised and improper handling of guns and other weapons.	(C) discuss the hazards of unsupervised and improper handling of guns and other weapons.	(C) identify strategies that can be used to promote safety in homes, schools, and communities.
(D) identify two trusted adults not part of the immediate family and recall their phone numbers as part of a personal safety plan.	(D) identify two trusted adults not part of the immediate family and recall their phone numbers as part of a personal safety plan.	(D) create a personal safety plan.	(D) create a personal safety plan.
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. <i>The student is expected to:</i>			
(12)	(12)	(12)	(13)
(A) identify unsafe requests made in a digital or online environment and how to take appropriate action.	(A) identify unsafe requests made in a digital or online environment and how to take appropriate action.	(A) identify and discuss the need for safety awareness in a digital or online environment.	(A) differentiate between appropriate and inappropriate ways to communicate in digital and online environments.
(B) explain why obtaining help, especially from parents or other trusted adults, is critical when making decisions regarding digital and online use.	(B) explain why obtaining help, especially from parents or other trusted adults, is critical when making decisions regarding digital and online use.	(B) identify appropriate ways to communicate in digital and online environments.	(B) explain what information is appropriate to share and who it is appropriate to share information with in digital and online environments.
(C) identify consequences that result from cyber bullying and inappropriate digital and online usage.	(C) identify consequences that result from cyberbullying and inappropriate digital and online usage.	(C) discuss who is appropriate to communicate with and what is appropriate information to share in digital and online environments.	(C) discuss the consequences of cyberbullying and inappropriate digital and online communication in relation to home and school environments.
NA	NA	(D) explain consequences that result from cyberbullying and inappropriate digital and online usage.	NA

Health Education | Grade 1 – Grade 4 – *continued*

Grade 1	Grade 2	Grade 3	Grade 4
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. <i>The student is expected to:</i>			
(13)	(13)	(13)	(14)
(A) describe consequences for the bully and the impact of bullying on the victim.	(A) describe consequences for the bully and the impact of bullying on the victim.	(A) describe how to effectively respond to bullying and cyberbullying of oneself or others.	(A) analyze distinguishing characteristics of cyberbullying.
(B) describe the difference between reporting and tattling.	(B) describe the difference between reporting and tattling.	(B) explain the importance of seeking assistance in making decisions about personal safety.	(B) describe the negative impact bullying, including cyberbullying, has on both the victim and the bully.
(C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.	(C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.	(C) define abuse and neglect.	(C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues.
NA	NA	NA	(D) identify types of abuse and neglect and ways to seek help from a parent or another trusted adult.
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. <i>The student is expected to:</i>			
(14)	(14)	(14)	(15)
(A) describe the purposes of prescription and over-the-counter drugs and their intended benefits.	(A) describe the purposes of prescription and over-the-counter drugs and their intended benefits.	(A) identify misuse and proper use of over-the-counter and prescription drugs.	(A) explain why some drugs require a prescription.
(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.	(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.	(B) describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances, including inhalants, vaping products, and household products, on physical health.	(B) identify the differences between prescription drugs, over-the-counter drugs, other drugs, and dangerous substances, including inhalants, vaping products, and household products.

Health Education | Grade 1 – Grade 4 – *continued*

Grade 1	Grade 2	Grade 3	Grade 4
NA	NA	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, other substances. <i>The student is expected to:</i>	
NA	NA	(15)	(16)
NA	NA	(15) describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health.	(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.
NA	NA	NA	(B) describe the legal consequences of the misuse of alcohol, tobacco, other drugs, and dangerous substances.
Alcohol, tobacco, and other drugs—treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. <i>The student is expected to:</i>			
(15)	(15)	(16)	(17)
(15) describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.	(15) describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.	(16) describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.	(17) describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.
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. <i>The student is expected to:</i>			
(16)	(16)	(17)	(18)
(A) identify unsafe requests related to alcohol, tobacco, and other drugs made by friends.	(A) identify unsafe requests related to alcohol, tobacco, and other drugs made by friends.	(A) describe how friends can influence a person’s decision to use or not use alcohol or drugs.	(A) distinguish between positive and negative peer influences and their effects on a person’s decision to use or not use alcohol or drugs.
(B) identify a trusted adult such as a parent, teacher, or law enforcement officer.	(B) identify a trusted adult such as a parent, teacher, or law enforcement officer.	(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.	(B) identify methods available to report unsafe situations related to alcohol, tobacco, and other drugs.

Health Education | Infant – Kindergarten

Grade 1	Grade 2	Grade 3	Grade 4
Alcohol, tobacco, and other drugs—prevention. The student demonstrates refusal skills to avoid substance use and misuse. <i>The student is expected to:</i>			
(17)	(17)	(18)	(19)
(17) identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills.	(17) identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills.	(18) demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication.	(A) demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs.
NA	NA	NA	(B) identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances.
NA	NA	NA	(20) Reproductive and sexual health--anatomy, puberty, and reproduction. The student identifies adolescent development. The student is expected to:
NA	NA	NA	(A) explain changes that occur in males and females during puberty and adolescent development.
NA	NA	NA	(B) define the menstrual cycle.

Grade 5	Grade 6	Grades 7 & 8
(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. <i>The student is expected to:</i>	NA	NA
(A) explain how to manage common minor illnesses such as colds and skin infections.	NA	NA
(B) identify how to distinguish between myth and fact when accessing information about health.	NA	NA
(C) identify decision-making skills that promote individual, family, and community health.	NA	NA
(D) describe the benefits of promoting health maintenance for individuals and households.	NA	NA
(E) analyze how personal hygiene helps prevent the spread of germs and communicable illnesses.	NA	NA
(F) distinguish between treatments if infected by various vectors, including ticks and mosquitos.	NA	NA
(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. <i>The student is expected to:</i>		
(A) analyze how thoughts and emotions influence behaviors.	(A) demonstrate healthy methods for communicating emotions in a variety of scenarios.	(A) identify and analyze different emotions and causal thoughts in self.
(B) practice and apply strategies for calming and self-management.	(B) assess and demonstrate healthy ways of responding to conflict.	(B) analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress.
(C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups.	(C) differentiate between positive and negative peer influence.	(C) evaluate the importance of social groups and peer influences and explain how they can affect individual mental health and wellness.
(D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others.	(D) describe methods for communicating important issues with and understanding perspectives of parents and peers.	(D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships.

Grade 5	Grade 6	Grades 7 & 8
(E) define and differentiate between sympathy and empathy toward others.	(E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios.	(E) analyze similarities and differences between one's own and others' perspectives.
(F) describe ways to engage in and promote positive interactions when conflict arises.	(F) identify strategies for using non-violent conflict resolution skills.	(F) practice conflict resolution and mediation skills.
(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. <i>The student is expected to:</i>		
(A) identify and demonstrate strategies to help build self-esteem for self, friends, and others.	(A) identify how physical and social changes impact self-esteem.	(A) describe how internal and external factors influence self-esteem.
(B) describe benefits of setting and implementing short- and long-term goals and perseverance to achieve those goals.	(B) identify possible health benefits of setting and implementing long-term personal goals.	(B) identify and develop strategies for setting long-term personal goals.
(C) discuss choices and decision making as part of goal setting.	(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.	(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.
(D) identify goals that one wishes to achieve, including identifying areas for one's personal growth and ways to gather constructive feedback.	(D) explain the steps in the decision-making process and the importance of following the steps.	(D) identify decision-making skills that promote individual, family, and community mental health.
(5) Mental health and wellness—risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. <i>The student is expected to:</i>		
(A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health.	(A) identify and discuss how adolescent brain development influences emotions, decision making, and logic.	(A) explain how adolescent brain development influences cognitive processing, emotions, and decision making.
(B) discuss how brain development during childhood affects emotions and decision making.	(B) relate physical environmental factors such as school climate and availability of resources to individual, family, and community health.	(B) identify and describe how environmental influences such as air, water, or noise can affect an individual's mental health.
NA	NA	(C) discuss the influence of childhood trauma and how to recognize, process, and overcome negative events.

Grade 5

Grade 6

Grades 7 & 8

(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:*

(A) compare and contrast healthy and unhealthy methods for managing concerns related to long-term health conditions for self and others.	(A) examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others.	(A) describe methods to support others who have long-term physical health conditions.
(B) identify situations in which stress can help to achieve goals and build resiliency.	(B) identify and describe lifetime strategies for managing conditions that impact learning such as attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, dysgraphia, and sensory issues.	(B) examine ways to influence peers positively and promote resiliency in others in stressful situations.
(C) examine ways to reduce the impact of stress, trauma, loss, and grief.	(C) identify how to respond positively to develop resiliency.	(C) differentiate between healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief.
(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.	(D) describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief.	(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.
(E) describe situations that call for professional mental health services.	(E) identify causes and effects associated with 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.	(E) discuss the suicide risk and suicide protective factors 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 signs in self or others.
(F) discuss healthy alternatives to harming oneself, others, or property and the importance of telling a parent or another trusted adult when someone is struggling to manage overwhelming emotions or lacks support.	(F) discuss the suicide risk and suicide protective factors 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 signs in self or others.	(F) research and discuss protective factors and healthy self-management strategies to avoid self-harming behaviors.
NA	(G) explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions.	(G) examine how the use of suicide prevention resources such as the National Suicide Prevention Hotline can reduce the likelihood of suicide.
NA	(H) identify suicide prevention resources such as the National Suicide Prevention Hotline.	NA

Health Education | Grade 5 – Grade 8 – *continued*

Grade 5

Grade 6

Grades 7 & 8

(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:*

(11) analyze strategies for preventing and responding to injuries.

(11) describe basic first-aid procedures.

(11) demonstrate basic first-aid procedures, including CPR and the choking rescue.

(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:*

(A) explain strategies for avoiding violence, gangs, and weapons and define human trafficking.

(A) discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking.

(A) analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking.

(B) examine characteristics of gang behavior.

(B) define safe haven and identify dedicated safe haven locations in the community.

(B) define safe haven and identify designated safe haven locations in the community.

(C) identify safety procedures that can be used in various situations, including violence in the home, school, and community.

(C) describe the dangers associated with a variety of weapons.

(C) evaluate the dangers associated with a variety of weapons.

(D) create a personal safety plan.

(D) explain the importance of complying with rules prohibiting possession of weapons.

(D) evaluate the importance of complying with rules prohibiting possession of and the improper use of weapons.

NA

(E) create a personal safety plan.

(E) create a personal safety plan.

(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:*

(A) distinguish between appropriate and inappropriate boundaries for digital and online communication and research.

(A) discuss appropriate personal digital and online communication boundaries.

(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography.

(B) explain the benefits of identity protection in digital and online environments.

(B) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography.

(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.

Grade 5	Grade 6	Grades 7 & 8
(C) analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and community environments.	(C) discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography.	(C) evaluate strategies and techniques for identity protection in digital and online environments.
NA	(D) discuss strategies and techniques for identity protection in digital and online environments.	(D) identify how technology is used to recruit or manipulate potential victims of sex trafficking.
NA	(E) identify how technology is used to recruit or manipulate potential victims of sex trafficking.	(E) research the current legal consequences of cyberbullying and inappropriate digital and online communication.
NA	(F) identify the current legal consequences of cyberbullying and inappropriate digital and online communication.	NA
(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. <i>The student is expected to:</i>		
(A) identify methods available to report bullying.	(A) identify how exposure to family violence can influence behavior and the importance of reporting suspected abuse.	(A) identify forms of family violence, including physical, mental, and emotional violence.
(B) identify ways to advocate for self and others to prevent bullying and cyberbullying behavior.	(B) assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school.	(B) describe the serious effects of bullying, cyberbullying, or harassment such as suicidal ideation and other effects on the individual.
(C) explain the impact of abuse and neglect and the importance of reporting abuse and neglect.	(C) analyze the impact that bullying has on both victims and bullies.	(C) explain the responsibility to report bullying behavior, including cyberbullying.
NA	(D) identify strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual.	(D) describe the seriousness of various forms of bullying such as harassment.
NA	(E) discuss ways to seek the input of parents and other trusted adults in problem solving issues relating to violence and bullying.	(E) analyze strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual.
NA	NA	(F) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills related to personal safety.

Grade 5

Grade 6

Grades 7 & 8

(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:*

(A) explain the reasons to avoid the misuse of over-the-counter and prescription drugs.	(A) describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each.	(A) differentiate between appropriate and inappropriate use of prescription and over-the-counter drugs, including combining drugs, and the outcomes of each.
(B) identify and explain the importance of each component of prescription and over-the-counter drug labels.	(B) compare and contrast examples of prescription and over-the-counter drug labels.	(B) identify and describe the categories of prescription drugs and their proper uses.
(C) describe the physiological effects of alcohol, vaping products, tobacco, other drugs, and dangerous substances.	(C) identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs.	(C) identify and explain the importance of each component of an over-the-counter drug warning label.
NA	(D) describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances.	(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.

(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, other substances. *The student is expected to:*

(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.	(A) describe the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders.	(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.
(B) describe the legal consequences of the illegal use of alcohol, tobacco, other drugs, and dangerous substances.	(B) discuss the legal consequences related to the use, misuse, and possession of drugs, including prescription drugs.	(B) analyze the importance of alternative activities to drug and substance use and misuse on mental and social health.

Grade 5	Grade 6	Grades 7 & 8
<p>(17) Alcohol, tobacco, and other drugs—treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. <i>The student is expected to:</i></p>	<p>(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, other substances. <i>The student is expected to:</i></p>	
<p>(17) describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.</p>	<p>(A) identify ways to report a suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.</p>	<p>(A) identify and describe treatment options for substance abuse and addiction.</p>
<p>NA</p>	<p>(B) identify signs and symptoms of alcohol, tobacco, drugs, including prescription drugs, other substance use and misuse such as using medicine prescribed for someone else or for reasons other than intended.</p>	<p>(B) identify signs and symptoms of alcohol, tobacco, drugs, including prescription drugs, other substance use and misuse such as using medicine prescribed for someone else or for reasons other than intended.</p>
<p>NA</p>	<p>(C) identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol, tobacco drugs, including prescription drugs, other substances.</p>	<p>(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, other substances.</p>
<p>(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. <i>The student is expected to:</i></p>		
<p>(A) analyze how positive peer influence can be used to help a person decide not to use alcohol or drugs.</p>	<p>(A) explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs.</p>	<p>(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.</p>
<p>(B) describe the importance of seeking help and reporting unsafe situations related to alcohol, tobacco, and other drugs.</p>	<p>(B) describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use.</p>	<p>(B) examine physical and social influences on alcohol, tobacco, and other drug use behaviors.</p>
<p>NA</p>	<p>(C) identify physical and social influences on alcohol, tobacco, and other drug use behaviors.</p>	<p>(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.</p>
<p>NA</p>	<p>(D) explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking and driving.</p>	<p>(D) identify support systems and describe ways to report the suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.</p>

Grade 5	Grade 6	Grades 7 & 8
<p>(19) Alcohol, tobacco, and other drugs—prevention. The student demonstrates refusal skills to avoid substance use and misuse. <i>The student is expected to:</i></p>		
<p>(A) assess how being assertive, using refusal skills, and evaluating peer influence can affect decision making and problem solving.</p>	<p>(A) identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances.</p>	<p>(19) develop and apply strategies, including demonstrating refusal skills, for avoiding alcohol, tobacco, and other drugs in various scenarios.</p>
<p>(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.</p>	<p>(B) demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present.</p>	
<p>(C) identify and describe healthy alternative activities to the use of drugs and other substances.</p>	<p>(C) identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids.</p>	
<p>(20) Reproductive and sexual health—healthy relationships. The student understands the characteristics of healthy romantic relationships. <i>The student is expected to</i></p>		
<p>(A) identify characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility.</p>	<p>(A) define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage.</p>	<p>(A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage.</p>
<p>NA</p>	<p>(B) describe how friendships provide a foundation for healthy dating/romantic relationships.</p>	<p>(B) explain how friendships provide a foundation for healthy dating/romantic relationships.</p>
<p>NA</p>	<p>(C) list healthy ways to express friendship, affection, and love.</p>	<p>(C) describe healthy ways to express friendship, affection, and love.</p>
<p>NA</p>	<p>(D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility.</p>	<p>(D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage.</p>
<p>NA</p>	<p>(E) explain that each person in a dating/romantic relationship should be treated with dignity and respect.</p>	<p>(E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage.</p>
<p>NA</p>	<p>(F) describe how healthy marriages can contribute to healthy families and communities.</p>	<p>(F) describe behaviors in dating/romantic relationships that enhance dignity and respect.</p>
<p>NA</p>	<p>NA</p>	<p>(G) describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits.</p>

Health Education | Grade 5 – Grade 8 – *continued*

Grade 5	Grade 6	Grades 7 & 8
<p>(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. <i>The student is expected to:</i></p>	<p>(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. <i>The student is expected to:</i></p>	
<p>(A) define sexual harassment, sexual abuse, sexual assault, and sex trafficking.</p>	<p>(A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse.</p>	<p>(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse.</p>
<p>(B) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult.</p>	<p>(B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking.</p>	<p>(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking.</p>
<p>(C) identify refusal skills such as saying “no” to any unwanted touch that violates personal boundaries in relationships.</p>	<p>(C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation.</p>	<p>(C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation.</p>
<p>(D) discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others.</p>	<p>(D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult.</p>	<p>(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.</p>
<p>NA</p>	<p>(E) explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships.</p>	<p>(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.</p>
<p>NA</p>	<p>(F) identify communication and refusal skills and how they can be applied in dating/romantic relationships.</p>	<p>(F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships.</p>
<p>NA</p>	<p>(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.</p>	<p>(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.</p>
<p>NA</p>	<p>NA</p>	<p>(H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact.</p>

Health Education | Grade 5 – Grade 8 – *continued*

Grade 5	Grade 6	Grades 7 & 8
NA	(22) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. <i>The student is expected to:</i>	
NA	(A) describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals.	(A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence.
NA	(B) describe the process, characteristics, and variations of the menstrual cycle.	(B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse.
NA	(C) analyze the role of hormones related to growth and development and personal health.	(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.
NA	(D) describe the cellular process of fertilization in human reproduction.	(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.
NA	(E) explain significant milestones of fetal development.	(E) define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment.
NA	(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. <i>The student is expected to:</i>	
NA	(A) identify teen pregnancy as a possible outcome of sexual activity.	(A) explain how teen pregnancy is a possible outcome of sexual activity.
NA	(B) identify life goals that one wishes to achieve prior to becoming a parent.	(B) explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society.
NA	(C) define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity.	(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.
NA	(D) identify what emotional risks are associated with sexual activity between unmarried persons of school age.	(D) describe various modes of transmission of STDs/STIs.

Health Education | Grade 5 – Grade 8 – *continued*

Grade 5	Grade 6	Grades 7 & 8
NA	(E) define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, other trusted adults, and peers to be abstinent.	(E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources.
NA	(F) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age.	(F) list the signs and symptoms of STDs/STIs, including human papilloma virus (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.
NA	(G) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy. STDs/STIs, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). the emotional risks associated with adolescent sexual activity.	(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.
NA	(H) list the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values.	(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.
NA	(I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault.	(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression.
NA	NA	(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.
NA	NA	(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age.

Health Education | Grade 9 – Grade 12

Grade 9	Grade 10	Grade 11	Grade 12
Health I		Health II	
<p>(2) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. <i>The student is expected to:</i></p>			
(A) discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others.		(A) evaluate positive and negative effects of various relationships on physical, emotional, and social health.	
(B) analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.		(B) apply communication skills that demonstrate consideration and respect for individual differences and perspectives.	
NA		(C) evaluate the effectiveness of conflict resolution techniques in various situations.	
<p>(2) 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:</p>			
(3) explain and demonstrate decision-making skills based on health information.		(3) describe how internal and external factors influence self-esteem.	
<p>(4) Mental health and wellness—risk and protective factors. The student recognizes the influence of various factors influencing mental health and wellness. <i>The student is expected to:</i></p>			
(4) analyze how adverse childhood experiences such as abuse, neglect, and trauma can influence brain development and how to recognize, process, and overcome negative events for overall mental health and wellness.		(4) formulate strategies for combating environmental factors that have a detrimental effect on mental health.	
<p>(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. <i>The student is expected to:</i></p>			
(A) discuss the suicide risk and suicide protective factors 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 signs in self or others.		(A) describe the impact of positive stress on building resiliency and promoting mental health and wellness.	
(B) discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide.		(B) discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness.	
NA		(C) research and explain the behaviors associated with eating disorders and their impact on health.	
NA		(D) discuss how the use of suicide prevention resources such as the National Suicide Prevention Hotline reduces the likelihood of suicide.	
NA		(E) research and discuss data on and prevalence of local, state, and national suicide rates among various groups.	

Health Education | Grade 9 – Grade 12 – *continued*

Grade 9

Grade 10

Grade 11

Grade 12

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:*

(9)

(9) demonstrate basic first-aid procedures, including how to perform cardiopulmonary resuscitation (CPR) and choking rescue and how to use an automated external defibrillator (AED).

(10)

(10) discuss risk-taking behaviors, including driving under the influence and distracted driving, and their associated consequences.

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:*

(10)

(A) formulate strategies for avoiding violence, gangs, weapons, and human trafficking.

(B) assess the dynamics of gang behaviors.

(11)

(A) discuss and evaluate ways to respond to harmful situations that involve weapons.

(B) develop educational safety models for children and adults for use at home, school, and in the community.

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:*

(11)

(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography.

(B) identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators.

(12)

(A) discuss and analyze consequences resulting from inappropriate digital and online communication such as sending and receiving photos, sexting, and pornography.

(B) assess the legal and ethical ramifications of unacceptable behaviors in digital and online environments.

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:*

(12)

(A) research and analyze how exposure to family violence can influence cyclical behavioral patterns.

(B) create a personal action plan, including identifying areas of support, for use when encountering bullying, cyberbullying, or harassment.

(C) describe the ramifications of bullying behavior.

(13)

(A) identify and respond to situations requiring intervention for victims of bullying, cyberbullying, or harassment.

(B) promote strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual.

NA

Grade 9

Grade 10

Grade 11

Grade 12

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. *The student is expected to:*

(13)

(A) examine examples of drug labels to determine the drug category and intended use.

(B) identify and describe the importance of the safe storage and proper disposal of prescription and over-the-counter drugs.

(C) develop strategies for preventing the misuse of prescription and over-the-counter drugs, including recognizing the negative effects of combining drugs.

(14)

(A) analyze how substance misuse and addiction to alcohol, tobacco, drugs, and other substances impact family and community health.

(B) analyze the importance of alternative activities to drug and substance misuse and abuse.

(C) identify individual and community protective factors and skills that prevent substance misuse and substance use disorders.

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, other substances. *The student is expected to:*

(14)

(14) describe the interrelatedness of alcohol and other drugs to health problems.

(15)

(15) evaluate the impact of laws relating to the use and misuse of prescription and over-the-counter drugs, alcohol, tobacco, and other substances on self and community.

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, other substances. The student is expected to:

(15)

(A) investigate and identify treatment options for substance abuse and addiction and misuse, including prescription drugs.

(B) explain how to report suspected abuse of drugs to a parent, school administrator, teacher, or another trusted adult.

(16)

(16) identify ways to support and assist someone who shows signs and symptoms of alcohol, tobacco, or drug use and misuse.

NA

Health Education | Grade 9 – Grade 12 – *continued*

Grade 9

Grade 10

Grade 11

Grade 12

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:*

(16)

- (A) compare and contrast physical and social influences on alcohol, tobacco, and other drug use behaviors.
- (B) design materials for health advocacy such as promoting a substance-free life.
- (C) discuss ways to participate in school-related efforts to address health-risk behaviors.

(17)

- (A) discuss risk-taking behaviors such as drinking and driving with their associated legal, social, and physical consequences.
- (B) analyze physical and social environmental influences on the misuse and abuse of prescription drugs in places such as school, sports, or entertainment.
- (C) design a public health information campaign related to safe havens, where to go for help, or reporting drug-related behaviors.

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:*

(17)

- (A) analyze the relationship between the use of refusal skills and the avoidance of alcohol, tobacco, and other drugs.
- (B) analyze the role that alcohol and other drugs play in unsafe situations, including sexual abuse and assault.

(18)

- (18) develop strategies for preventing use or misuse of alcohol, tobacco, and other drugs, including opioids.
- NA

Reproductive and sexual health—healthy relationships. The student understands the characteristics of healthy romantic relationships. *The student is expected to:*

(18)

- (A) analyze how friendships provide a foundation for healthy dating/romantic relationships.
- (B) identify character traits that promote healthy dating/romantic relationships and marriage.
- (C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children.

(19)

- (A) compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage.
- (B) analyze behaviors in romantic relationships that enhance dignity and respect.
- (C) examine how a healthy marriage can provide a supportive environment for the nurturing and development of children.

Health Education | Grade 9 – Grade 12 – *continued*

Grade 9

Grade 10

Grade 11

Grade 12

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:*

(19)

(A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence.

(B) analyze the characteristics of harmful relationships that can lead to dating violence.

(C) analyze healthy strategies for preventing physical, sexual, and emotional abuse.

(D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships.

(E) explain and demonstrate how refusal strategies can be used to say “no” assertively to unhealthy behaviors in dating/romantic relationships.

(F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries.

(G) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity.

(H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.

(20)

(A) identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking.

(B) evaluate the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.

(C) discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk.

(D) analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries.

(E) evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity.

NA

NA

NA

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:*

(20)

(20) analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur.

(21)

(A) analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health.

Health Education | Grade 9 – Grade 12 – *continued*

Grade 9	Grade 10	Grade 11	Grade 12
NA		(B) list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth.	
NA		(C) describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment.	
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. <i>The student is expected to:</i>			
(21)		(22)	
(A) research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals.		(A) analyze the options available to teenage parents such as parenting or the process of adoption and the legal rights of parties involved.	
(B) describe various modes of transmission of STDs/STIs.		(B) evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer.	
(C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources.		(C) identify community resources, minors' right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment.	
(D) describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms.		(D) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy.	
(E) analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern.		(E) identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer, cervical cancer, anal cancer, or other cancers that may occur in males and females.	
(F) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression.		(F) analyze the benefits of abstinence from sexual activity, including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement.	
(G) analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs.		(G) assess support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active.	
(H) identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active.		(H) investigate and summarize legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, and indecency with a child.	
(I) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy.		(I) investigate and summarize current laws relating to sexual offenses such as sexual harassment, abuse, and assault.	
(J) explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity.		NA	

Math | Infant – Kindergarten

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
<p>Explorator Discover (ED) Problem Solving (PS) Memory (ME) Communication and Speaking (CS) Fine Motor Skills</p>	<p>A. Number Sense B. Joining and Separating C. Geometry and Spatial Sense D. Measurement E. Classification and Patterns</p>	<p>A. Number Sense B. Joining and Separating C. Geometry and Spatial Sense D. Measurement E. Classification and Patterns</p>	<p>No relevant TEKS found</p>
<p>CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes.</p>	<p>NA</p>	<p>NA</p>	
<p>ED.3. Shows interest in colors, shapes, patterns, and pictures. PS.1. Experiments with different uses for objects. PS.3. Applies knowledge to new situations. CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes. FM.2. Develops small muscle control and coordination. FM.3. Coordinates eye and hand movement. FM.4. Uses tools and different actions on objects.</p>	<p>NA</p>	<p>NA</p>	
<p>ED.2. Uses senses to explore people, objects, and the environment. PS.3. Applies knowledge to new situations. CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes.</p>	<p>NA</p>	<p>NA</p>	
<p>PS.3. Applies knowledge to new situations. ME.1. Shows ability to acquire and process new information. ME.2. Recognizes familiar people, places, and things. ME.3. Recalls and uses information in new situations. CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes</p>	<p>D.4 Child shows awareness of the passage of time within a day.</p>	<p>D.4 Child uses language to describe concepts associated with the passing of time within a day.</p>	

Grade 1

Grade 2

Grade 3

Grade 4

No relevant TEKS found

Math | Grade 5 – Grade 8

Grade 5

Grade 6

Grade 7

Grade 8

No relevant TEKS found

Math | Grade 9 – Grade 12

Grade 9

Grade 10

Grade 11

Grade 12

No relevant TEKS found

Physical Education | Infant – Kindergarten

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
NA	NA	NA	(4) Movement patterns and movement skills—spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. <i>The student is expected to:</i>
NA	NA	NA	(A) differentiate between personal and general space while moving to simple rhythms and maintaining balance;
NA	NA	NA	(B) demonstrate respect and cooperation through words and actions with teacher guidance; and
NA	NA	NA	(C) communicate feelings and thoughts appropriately with teacher guidance.
NA	NA	NA	(6) Performance strategies—games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. <i>The student is expected to:</i>
NA	NA	NA	(A) demonstrate the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games while maintaining appropriate space and speed;
NA	NA	NA	(B) practice the correct techniques for motor development skills following teacher direction; and
NA	NA	NA	(C) demonstrate safe practices by following rules, procedures, and directions during class and activities.

Physical Education | Infant – Kindergarten – *continued*

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
NA	NA	NA	(12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. <i>The student is expected to:</i>
NA	NA	NA	(A) give examples of consequences resulting from personal actions;
NA	NA	NA	(B) demonstrate respect for differences and similarities in abilities of self and others; and
NA	NA	NA	(C) identify personal impulses and emotions with teacher guidance.
NA	NA	NA	(13) Social and emotional health—resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. <i>The student is expected to:</i>
NA	NA	NA	(A) demonstrate respect and cooperation through words and actions with teacher guidance; and
NA	NA	NA	(B) communicate feelings and thoughts appropriately with teacher guidance.
NA	NA	NA	(14) Social and emotional health—perseverance. The physically literate student perseveres while addressing challenges. <i>The student is expected to explain why some physical activities are challenging.</i>
NA	NA	NA	(15) Social and emotional health—accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. <i>The student is expected to listen respectfully and respond appropriately to corrective feedback with teacher guidance.</i>

Physical Education | Grade 1 – Grade 4

Grade 1

Grade 2

Grade 3

Grade 4

(6) Performance strategies—games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. *The student is expected to:*

(A) apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games;

(A) apply the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games at low, middle, and high levels with appropriate speed and direction;

(A) combine the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games;

(A) explain fundamental components and strategies of dynamic activities and lead-up games;

(B) identify and follow teacher instructions to improve performance for specific motor development skills; and

(B) participate in appropriate drills and activities to enhance the learning of specific motor development skills; and

(B) demonstrate specific movement skills to improve performance in designated dynamic activities; and

(B) practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group; and

(C) demonstrate safe practices by using equipment appropriately and respecting personal space with teacher guidance.

(C) demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance.

(C) explain and follow rules, procedures, and safe practices during games and activities

(C) exhibit appropriate sporting behavior during independent games and activities.

(12) Social and emotional health—personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. *The student is expected to:*

(A) describe how personal actions may have positive or negative consequences;

(A) differentiate between the positive and negative consequences of personal actions;

(A) explain that personal actions have consequences for self and others;

(A) accept and take responsibility for personal actions that affect self and others;

(B) demonstrate respect for differences and similarities in the abilities of self and others; and

(B) explain and demonstrate respect for differences and similarities in abilities of self and others; and

(B) demonstrate respect for differences and similarities in abilities of self and others; and

(B) demonstrate respect for differences and similarities in abilities of self and others; and

(C) identify personal impulses and emotions with teacher guidance.

(C) identify self-management skills to control personal impulses and emotions.

(C) explain and demonstrate self-management skills to control personal impulses and emotions.

(C) demonstrate self-management skills to control personal impulses and emotions during dynamic activities and lead-up games.

Physical Education | Grade 1 – Grade 4 – *continued*

Grade 1	Grade 2	Grade 3	Grade 4
(13) Social and emotional health—resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. <i>The student is expected to:</i>			
(A) demonstrate respect for and cooperation between self and others through words and actions with teacher guidance; and	(A) identify the causes of problems and propose solutions with teacher guidance; and	(A) demonstrate respect and cooperation through words and actions during various group activities; and	(A) discuss ways to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding;
(B) communicate feelings and thoughts appropriately with teacher guidance.	(B) communicate feelings and thoughts appropriately without cue.	(B) identify the feelings of others.	(B) identify effective communication to enhance healthy interactions while settling disagreements; and
NA	NA	NA	(C) demonstrate respect for the feelings of others.
NA	(14) Social and emotional health—perseverance. The physically literate student perseveres while addressing challenges. <i>The student is expected to</i> explain how practicing challenging physical activities can build confidence and minimize frustration when learning skills.		(14) Social and emotional health—perseverance. The physically literate student perseveres while addressing challenges. <i>The student is expected to</i> identify ways to accept individual challenges and use self-management skills to persevere in a positive manner when learning a variety of new skills.
NA	NA	(15) Social and emotional health—accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. <i>The student is expected to</i> listen respectfully to make appropriate changes in performance based on feedback.	

Physical Education | Grade 5 – Grade 8

Grade 5

Grade 6

Grade 7

Grade 8

(6) Performance strategies—games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. *The student is expected to:*

(A) identify and demonstrate the relationships among a variety of game skills, including preparation, movement, follow-through, and recovery, used in net or wall, invasion, target, fielding, or striking games.	(A) demonstrate offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games.	(A) apply offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports.	(A) perform, without cue, offensive and defensive strategies used in net or wall, invasion, target, striking, and fielding games and sports.
(B) demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or group.	(B) demonstrate combinations of locomotor, manipulative, and game skills in dynamic activities to achieve individual or team goals.	(B) apply combinations or sequences of game skills to achieve individual or team goals.	(B) perform, without cue, combinations or sequences of game skills to achieve individual or team goals.
(C) engage appropriately in physical activity, sporting behavior, and game etiquette without teacher cue.	(C) demonstrate appropriate sporting behavior with teammates, opponents, and officials.	(C) demonstrate self-responsibility and appropriate sporting behavior in game situations and sports.	(C) follow rules, demonstrate appropriate sporting behavior, self-officiate, and respect consequences for the game being played without cue.

(12) Social and emotional health—personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. *The student is expected to:*

(A) accept and take responsibility for personal actions that affect self and others during dynamic activities and lead-up games.	(A) explain the importance of and accept responsibility for personal actions that affect self and others during game situations and sports.	(A) discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports.	(A) discuss the importance of and demonstrate respect for differences and similarities in abilities of self and others during game situations and sports.
(B) accept responsibility and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games.	(B) explain the importance of and demonstrate respect for differences and similarities in abilities of self and others during dynamic activities and lead-up games.	(B) analyze self-management skills to demonstrate self-control of impulses and emotions, without cue, during game situations and sports.	(B) evaluate self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports.
(C) apply self-management skills to demonstrate self-control of impulses and emotions during dynamic activities and lead-up games.	(C) apply self-management skills to demonstrate self-control of impulses and emotions, without cue, during games, situations, and sports.	NA	NA

Physical Education | Grade 5 – Grade 8 – *continued*

Grade 5	Grade 6	Grade 7	Grade 8
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(13) Social and emotional health—resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. *The student is expected to:*

(A) explain the importance of and demonstrate how to resolve conflict in socially acceptable ways and respond to winning and losing with dignity and understanding.	(A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding.	(A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding.	(A) discuss the importance of and resolve conflict, without cue, in socially acceptable ways, and respond to winning and losing with dignity and understanding.
(B) identify and describe effective communication to enhance healthy interactions while settling disagreements.	(B) explain and demonstrate effective communication to enhance healthy interactions while settling disagreements.	(B) communicate effectively to enhance healthy interactions while settling disagreements.	(B) communicate effectively to enhance healthy interactions while settling disagreements.
(C) identify and describe the concepts of empathy and mutual respect for the feelings of others.	(C) demonstrate empathy and mutual respect for the feelings of others.	(C) demonstrate empathy and mutual respect for the feelings of others.	(C) demonstrate empathy and mutual respect for the feelings of others.

(14) Social and emotional health—perseverance. The physically literate student perseveres while addressing challenges. *The student is expected to:*

(14) discuss the importance of accepting individual challenges and use self-management skills to persevere in a positive manner during dynamic activities and lead-up games.	(14) discuss the importance of accepting individual challenges and demonstrate self-management skills to persevere in a positive manner during game situations and sports.	(14) develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports.	(14) develop and apply a plan of action and make effective decisions when faced with challenges, obstacles, or difficulties during game situations and sports.
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(15) Social and emotional health—accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. *The student is expected to:*

(15) apply appropriate changes to performance based on feedback from peers.	(15) analyze feedback to make appropriate changes to improve performance.	(15) provide constructive feedback to peers following teacher guidelines to improve performance.	(15) provide constructive feedback to peers using a positive tone to improve performance.
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Grade 9

Grade 10

Grade 11

Grade 12

Lifetime Fitness and Wellness Pursuits

(4) Social and emotional health. During physical activity, the physically literate student develops positive self-management and social skills needed to work independently and with others. *The student is expected to:*

- (A) describe and analyze the relationship between physical activity and social and emotional health.
- (B) discuss how improvement is possible with appropriate practice.
- (C) identify and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways.
- (D) explain how to accept successes and performance limitations of self and others by exhibiting appropriate behavior and response.
- (E) evaluate the impact of the use of technology on social and emotional health.

Lifetime Recreation and Outdoor Pursuits

(4) Social and emotional health. The physically literate student articulates the benefit of time spent in recreation or outdoor pursuits to promote mental, social, and emotional health. *The student is expected to:*

- (A) demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits.
- (B) demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities.
- (C) evaluate the impact of the use of technology on social and emotional health.
- (D) analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits.
- (E) design a personal wellness plan that includes time engaging in outdoor pursuits.

Skill-Based Lifetime Activities

(4) Social and emotional health. The physically literate student applies principles for social and emotional health to participation in selected skill-based lifetime activities. *The student is expected to:*

- (A) acknowledge good play from an opponent during competition.
- (B) explain the importance of accepting the roles and decisions of officials.
- (C) explain the importance of accepting successes and performance limitations of self and others.
- (D) discuss the importance of accepting personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment while officiating.
- (E) discuss and apply ways to respond to challenges, successes, and failures in physical activities in socially appropriate ways.

Science | Infant - Kindergarten

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
NA	NA	NA	(3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. <i>The student is expected to:</i>
NA	NA	NA	(C) listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.
Exploration and Discovery (ED) Problem Solving (PS) Memory (ME) Communication and Speaking (CS)	NA	C. Earth and Space Science	NA
ED.1. Pays attention and exhibits curiosity in people and objects. ED.2. Uses senses to explore people, objects, and the environment. PS.3. Applies knowledge to new situations. ME.1. Shows ability to acquire and process new information. ME.3. Recalls and uses information in new situations.	No standard present in the vertical progression	C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.	NA

Grade 1

Grade 2

Grade 3

Grade 4

(3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. *The student is expected to:*

(C) listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

(C) listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

(C) listen actively to others' explanations to identify relevant evidence and engage respectfully in scientific discussion.

(C) listen actively to others' explanations to identify relevant evidence and engage respectfully in scientific discussion.

(11) Earth and space. The student knows that earth materials and products made from these materials are important to everyday life. *The student is expected to:*

(B) explain why water conservation is important.

(B) describe how human impact can be limited by making choices to conserve and properly dispose of materials such as reducing use of, reusing, or recycling paper, plastic, and metal.

(B) describe how human impact can be limited by making choices to conserve and properly dispose of materials such as reducing use of, reusing, or recycling paper, plastic, and metal.

(B) explain the critical role of energy resources to modern life and how conservation, disposal, and recycling of natural resources impact the environment.

Science | Grade 5 – Grade 8

Grade 5	Grade 6	Grade 7	Grade 8
(3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. <i>The student is expected to:</i>	NA	NA	NA
(C) listen actively to others' explanations to identify relevant evidence and engage respectfully in scientific discussion.	NA	NA	NA

Science | Grade 9 – Grade 12

Grade 9

Grade 10

Grade 11

Grade 12

No relevant TEKS found

Social Studies | Infant – Kindergarten

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
Exploration and Discovery (ED) Problem Solving (PS) Memory (ME) Communication and Speaking (CS)	VII.A. People, Past and Present VII.B. Economics VII.C. Geography VII.D. Citizenship I.B. Self-Regulation V.C. Geometry and Spatial Sense		
NA	NA	NA	(1) History. The student understands that holidays are celebrations of special events. <i>The student is expected to:</i>
ED.1. Pays attention and exhibits curiosity in people and objects. ED.2. Uses senses to explore people, objects, and the environment. ME.2. Recognizes familiar people, places, and things.	NA	PK4.VII.A.1. Child identifies similarities and differences between himself, classmates and other people through specific characteristics and cultural influences. PK4.VII.A.2. Child identifies similarities and difference in characteristics of families	(A) identify national patriotic holidays such as Constitution Day, Presidents’ Day, Veterans Day, and Independence Day. (B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.
NA	NA	NA	(3) Geography. The student understands the concept of location. <i>The student is expected to:</i>
ED.2. Uses senses to explore people, objects, and the environment. PS.3. Applies knowledge to new situations. CS.1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes.	PK3.V.C.3 Child begins to use language to describe position of objects.	PK4.V.C.3 Child demonstrates use of position words.	(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location.
ED.1. Pays attention and exhibits curiosity in people and objects. ED.2. Uses senses to explore people, objects, and the environment. ME.1. Shows ability to acquire and process new information. ME.3. Recalls and uses information in new situations.	NA	PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.	NA

Social Studies | Infant – Kindergarten – *continued*

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
NA	NA	NA	(7) Government. The student understands the purpose of rules. <i>The student is expected to:</i>
ME.3. Recalls and uses information in new situations.	PK3.I.B.1.a Child follows simple rules and routines when assisted by adults.	PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.	(A) identify purposes for having rules.
NA	NA	NA	(B) identify rules that provide order, security, and safety in the home and school.
NA	NA	NA	(9) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. <i>The student is expected to:</i>
NA	NA	PK4.VII.D.3 The child engages in voting as a method for group decision-making.	(C) use voting as a method for group decision making.
NA	NA	NA	(14) Social studies skills. The student communicates in oral and visual forms. <i>The student is expected to:</i>
NA	NA	NA	(A) place events in chronological order.
NA	NA	NA	(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow.
NA	NA	NA	(C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies.
NA	NA	NA	(D) create and interpret visuals, including pictures and maps.
NA	NA	NA	(E) apply and practice classroom rules and procedures for listening and responding respectfully.

Social Studies | Infant – Kindergarten – *continued*

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
NA	NA	NA	(15) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. <i>The student is expected to:</i>
NA	NA	NA	(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.
NA	NA	NA	(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Social Studies | Grade 1 – Grade 4

Grade 1

Grade 2

Grade 3

Grade 4

Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. *The student is expected to:*

(18)	(17)	(16)	(22)
(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.	(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.	(A) use democratic procedures to simulate making decisions on school, local, or state issues.	(A) use democratic procedures to simulate making decisions on school, local, or state issues.
(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Social studies skills. The student communicates in oral, visual, and written forms. *The student is expected to:*

(17)	(16)	(15)	(21)
(A) use a simple timeline to distinguish among past, present, and future.	(A) describe the order of events by using designations of time periods such as historical and present times.	(A) use social studies terminology correctly.	(A) use social studies terminology correctly.
(B) use a calendar to describe and measure time in days, weeks, months, and years.	(B) apply vocabulary related to chronology, including past, present, and future.	(B) create and interpret timelines.	(B) incorporate main and supporting ideas in verbal and written communication.
(C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies.	(C) create and interpret timelines for events in the past and present.	(C) apply the terms year, decade, and century to describe historical times.	(C) express ideas orally based on research and experiences.
(D) create and interpret visuals, including pictures and maps.	(D) use social studies terminology correctly.	(D) express ideas orally based on knowledge and experiences.	(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

Social Studies | Grade 1 – Grade 4 – *continued*

Grade 1	Grade 2	Grade 3	Grade 4
(E) use social studies terminology correctly.	(E) communicate information visually, orally, or in writing based on knowledge and experiences in social studies.	(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.	(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
(F) apply and practice classroom rules and procedures for listening and responding respectfully.	(F) create written and visual material such as stories, maps, and graphic organizers to express ideas.	(F) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	NA
NA	(G) apply and practice classroom rules and procedures for listening and responding respectfully.	NA	NA

Social Studies | Grade 5 – Grade 8

Grade 5

Grade 6

Grade 7

Grade 8

Social studies skills. The student communicates in written, oral, and visual forms. *The student is expected to:*

(25)	(21)	(22)	(30)
(A) use social studies terminology correctly.			
(B) incorporate main and supporting ideas in verbal and written communication.	(B) incorporate main and supporting ideas in verbal and written communication based on research.	(B) use effective written communication skills, including proper citations and avoiding plagiarism.	(B) use effective written communication skills, including proper citations and avoiding plagiarism.
(C) express ideas orally based on research and experiences.	(C) express ideas orally based on research and experiences.	(C) create written, oral, and visual presentations of social studies information.	(C) create written, oral, and visual presentations of social studies information.
(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.	(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research.	(D) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	(D) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	(E) use effective written communication skills, including proper citations to avoid plagiarism.	NA	NA
NA	(F) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	NA	NA

Grade 5

Grade 6

Grade 7

Grade 8

Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. *The student is expected to:*

(26)

(A) use democratic procedures to simulate making decisions on school, local, or state issues.

(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

(22)

(A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models.

(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

(23)

(A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models.

(B) problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

(31)

(A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models.

(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Social Studies | Grade 9 – Grade 12

Grade 9

Grade 10

Grade 11

Grade 12

No relevant TEKS found

Technology Applications | Infant – Kindergarten

Infant, Toddler, 3 Year Old	PK3	PK4	Kindergarten
NA	NA	NA	(1) Computational thinking—foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. <i>The student is expected to:</i>
NA	NA	NA	(A) identify and discuss a problem or task and break down (decompose) the solution into sequential steps.
NA	NA	NA	(B) identify simple patterns and make predictions based on the patterns.
NA	NA	NA	(3) Creativity and innovation—innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. <i>The student is expected to:</i>
NA	NA	NA	(A) practice personal skills, including following directions, needed to successfully implement design processes.
NA	NA	NA	(5) Digital citizenship—social interactions. The student identifies appropriate ways to communicate in various digital environments. <i>The student is expected to:</i>
NA	NA	NA	(5) identify and demonstrate responsible behavior within a digital environment.
NA	NA	NA	(6) Digital citizenship—ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. <i>The student is expected to:</i>
NA	NA	NA	(A) demonstrate acceptable use of digital resources and devices as outlined in local policies or acceptable use policy (AUP).
NA	NA	NA	(B) communicate an understanding that all digital content has owners.

Technology Applications | Grade 1 – Grade 4

Grade 1	Grade 2	Grade 3	Grade 4
<p>(1) Computational thinking—foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. <i>The student is expected to:</i></p>			
(A) identify and communicate a problem or task and break down (decompose) multiple solutions into sequential steps.	(A) decompose story problems into smaller, manageable subproblems and identify a solution to the problems.	(A) decompose story problems into smaller, manageable subproblems and identify a solution to the problems.	(A) decompose story problems into smaller, manageable subproblems and discuss and document various solutions to the problems.
(B) identify the simple patterns found in the solutions to everyday problems or tasks.	(B) identify complex patterns and make predictions based on the pattern.	(B) identify simple and complex patterns in story problems.	(B) identify patterns in story problems and make predictions based on the pattern.
<p>(3) Creativity and innovation—innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. <i>The student is expected to:</i></p>			
(A) practice personal skills and behaviors, including following directions and mental agility, needed to implement a design process successfully.	(A) demonstrate personal skills and behaviors, including effective communication, following directions, and mental agility, needed to implement a design process successfully.	(A) explain the importance of and demonstrate personal skills and behaviors, including meta cognition, effective communication, following directions, and mental agility, needed to implement the design process successfully.	(A) explain the importance of and demonstrate personal skills and behaviors, including problem solving and questioning, effective communication, following directions, mental agility, and meta cognition, that are needed to implement a design process successfully.
<p>Digital citizenship—social interactions. The student understands different styles of digital communication and that a student's actions online can have a long-term impact. <i>The student is expected to:</i></p>		<p>Digital citizenship—social interactions. The student understands different styles of digital communication and that a student's actions online can have a long-term impact. <i>The student is expected to:</i></p>	
(6)	(7)	(8)	(8)
(6) describe and demonstrate respectful behavior within a digital environment.	(7) participate in digital environments to develop responsible and respectful interactions.	(A) define digital footprint.	(A) describe how information retained online creates a permanent digital footprint.
NA	NA	(B) define digital etiquette.	(B) describe appropriate digital etiquette for various forms of digital communication such as text, email, and online chat.
NA	NA	(C) define digital collaboration.	(C) demonstrate appropriate digital etiquette for various forms of digital collaboration such as shared documents, video conferencing, and other platforms.

Technology Applications | Grade 1 – Grade 4 – *continued*

Grade 1

Grade 2

Grade 3

Grade 4

Digital citizenship—ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. *The student is expected to:*

(7)	(8)	(9)	(9)
(A) explain and demonstrate the importance of acceptable use of digital resources and devices as outlined in local policies or acceptable use policy (AUP).	(A) explain and demonstrate the importance of acceptable use of digital resources and devices as outlined in local policies or acceptable use policy (AUP).	(A) demonstrate adherence to local acceptable use policy (AUP) that reflects positive social behavior in the digital environment.	(A) demonstrate adherence to local acceptable use policy (AUP) and explain the importance of responsible and ethical technology use.
(B) communicate an understanding that all digital content has owners and explain the importance of respecting others' belongings as they apply to digital content and information.	(B) communicate an understanding that all digital content has owners and explain the importance of respecting others' belongings as they apply to digital content and information.	(B) communicate the purpose of copyright law and identify appropriate and inappropriate uses of digital content and information.	(B) describe the rights and responsibilities of a creator, define copyright law, and explain how copyright law applies to creative work.
NA	NA	(C) identify the required elements of citations for digital forms of media.	(C) create citations for digital forms of media with assistance.

Digital citizenship—privacy, safety, and security. The student practices safe, legal, and ethical digital behaviors to become a socially responsible digital citizen. *The student is expected to:*

(8)	(9)	(10)	(10)
(C) discuss and define cyberbullying with teacher support and guidance.	(C) discuss cyberbullying and identify examples.	(C) discuss cyberbullying and explain how to respond to cyberbullying.	(C) discuss and explain how to respond to cyberbullying, including advocating for self and others.

Technology Applications | Grade 5 – Grade 8

Grade 5

Grade 6

Grade 7

Grade 8

(1) Computational thinking— foundations. The student explores the core concepts of computational thinking, a set of problem solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. *The student is expected to:*

(A) decompose a real-world problem into smaller, manageable subproblems using graphic organizers such as learning maps, concept maps, or other representations of data.

(A) decompose real-world problems into structured parts by using visual representation.

(A) decompose real-world problems into structured parts using flowcharts.

(A) decompose real-world problems into structured parts using pseudo code.

(B) identify patterns in real-world problems and make predictions based on the pattern.

(B) analyze the patterns and sequences found in visual representations such as learning maps, concept maps, or other representations of data.

(B) analyze the patterns and sequences found in flowcharts.

(B) analyze the patterns and sequences found in pseudo code and identify its variables.

(3) Creativity and innovation—innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. *The student is expected to:*

(A) explain the importance of and demonstrate personal skills and behaviors, including persistence, effective communication, following directions, mental agility, meta cognition, problem solving and questioning, that are needed to implement a design process successfully.

(A) resolve challenges in design processes independently using goal setting and personal character traits such as demonstrating courage and confidence.

(A) resolve challenges in design processes independently using goal setting and personal character traits such as demonstrating responsibility and advocating for self appropriately.

(A) demonstrate innovation in a design process using goal setting and personal character traits, including demonstrating calculated risk-taking and tolerance.

(8) Digital citizenship—social interactions. The student understands different styles of digital communication and that a student’s actions online can have a long-term impact. *The student is expected to:*

(A) identify the components of a digital footprint such as online activity, game use, or social media platforms.

(A) identify the impact of a digital footprint.

(A) classify actions as having a positive or negative effect

(A) analyze the importance of managing a digital footprint and how a digital footprint can affect the future.

(B) describe appropriate digital etiquette for addressing different audiences such as peers, teachers, and other adults.

(B) create formal and informal digital communications using appropriate digital etiquette.

(B) create and revise formal and informal communications using a feedback process and appropriate digital etiquette.

(B) create and publish a formal digital communication for a global audience using appropriate digital etiquette.

(C) apply appropriate digital etiquette for collaborating with different audiences such as peers, teachers, and other adults.

(C) collaborate on digital platforms such as recording a video conference presentation using appropriate formal and informal digital etiquette.

(C) collaborate on digital platforms such as recording a video conference presentation using appropriate formal and informal digital etiquette.

(C) collaborate and publish for a global audience on digital platforms such as recording and editing videos using appropriate formal and informal digital etiquette.

Technology Applications | Grade 5 – Grade 8 – *continued*

Grade 5	Grade 6	Grade 7	Grade 8
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(9) Digital citizenship—ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. *The student is expected to:*

(A) demonstrate adherence to local acceptable use policy (AUP) and explain the importance of responsible and ethical technology use.	(A) adhere to local acceptable use policy (AUP) and practice safe, ethical, and positive online behaviors.	(A) adhere to local acceptable use policy (AUP) and practice and model safe, ethical, and positive online behaviors.	(A) adhere to local acceptable use policy (AUP) and practice and advocate for safe, ethical, and positive online behaviors.
(B) describe the purpose of copyright law and the possible consequences for inappropriate use of digital content.	(B) discuss and define intellectual property and associated terms, including copyright law, permission, fair use, creative commons, open source, and public domain.	(B) explain the importance of intellectual property laws, including the benefits of protection for content owners, and the consequences of violating these laws.	(B) adhere to appropriate intellectual property law when creating digital products.
(C) create citations for digital forms of media with assistance.	(C) create citations and cite sources for a variety of digital forms of intellectual property.	(C) create citations and cite sources for a variety of digital forms of intellectual property.	(C) create citations and cite sources for a variety of digital forms of intellectual property.
(C) create citations for digital forms of media with assistance.	(C) create citations and cite sources for a variety of digital forms of intellectual property.	(C) create citations and cite sources for a variety of digital forms of intellectual property.	(C) create citations and cite sources for a variety of digital forms of intellectual property.
NA	NA	NA	(D) evaluate the bias of digital information sources, including websites.

(10) Digital citizenship—privacy, safety, and security. The student practices safe, legal, and ethical digital behaviors to become a socially responsible digital citizen. *The student is expected to:*

(C) discuss and identify how interactions can escalate online and explain ways to stand up to cyberbullying, including advocating for self and others.	(B) identify various methods of cyberbullying such as harassment, impersonation, and cyberstalking.	(B) analyze the negative impacts of cyberbullying on the victim and the bully.	(B) evaluate scenarios or case studies to identify warning signs of a cyberbullying victim such as withdrawal or lack of sleep and predict the outcomes for both the victim and the bully.
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Technology Applications | Grade 9 - Grade 12

Grade 9

Grade 10

Grade 11

Grade 12

No relevant TEKS found