

Chapter 115. Texas Essential Knowledge and Skills for Health Education Subchapter A. Elementary

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §§7.102(c)(4), 28.002(s), 37.001, and 37.0832, unless otherwise noted.

§115.7. Health Education, Grade 5.- HIGHLIGHTED CONTENT TAUGHT IN ESTEEM

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In addition to age-appropriate information about personal health habits, students in Grade 5 are taught about the human body and the changes that come with puberty. Students are taught how to maintain healthy body systems and prevent disease. Students also learn how technology and the media influence personal health and how to apply problem-solving skills to improve or protect their health.

(b) Knowledge and skills.

(1) Health information. The student knows ways to enhance and maintain personal health throughout the life span. The student is expected to:

- (A) examine and analyze food labels and menus for nutritional content;
- (B) apply information from the food guide pyramid to making healthy food choices;
- (C) identify foods that are sources of one or more of the six major nutrients;
- (D) calculate the relationship between caloric intake and energy expenditure;
- (E) differentiate between health-related and skill-related physical activities; and
- (F) analyze the components of a personal health maintenance plan for individuals and

families such as stress management and personal safety.

(2) Health information. The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) describe the structure, functions, and interdependence of major body systems; and

(B) identify and describe changes in male and female anatomy that occur during puberty.

(3) Health information. The student knows how to utilize health information. The student is expected to:

(A) describe methods of accessing health information; and

(B) demonstrate ways to communicate health information such as posters, videos, and brochures.

(4) Health behaviors. The student recognizes behaviors that prevent disease and speed recovery from illness. The student is expected to:

(A) explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs;

(B) relate the importance of immunizations in disease prevention;

(C) distinguish between myth and fact related to disease and disease prevention;

(D) list the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold; and

(E) explain how to manage common minor illnesses such as colds and skin infections.

(5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span. The student is expected to:

(A) describe the use and abuse of prescription and non-prescription medications such as over-the-counter;

(B) compare and contrast the effects of medications and street drugs;

(C) analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences;

- (D) identify and describe alternatives to drug and substance use;
- (E) demonstrate strategies for preventing and responding to deliberate and accidental injuries;
- (F) explain strategies for avoiding violence, gangs, weapons and drugs;
- (G) describe response procedures for emergency situations;
- (H) describe the value of seeking advice from parents and educational personnel about unsafe behaviors; and
- (I) explain the impact of neglect and abuse.

(6) Influencing factors. The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships. The student is expected to:

- (A) distinguish between healthy and harmful influences of friends and others;
- (B) describe the characteristics of healthy and unhealthy friendships;
- (C) identify ways to enhance personal communication skills;
- (D) analyze respectful ways to communicate with family, adults, and peers;
- (E) demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English;
- (F) apply and practice strategies for self-control; and
- (G) describe strategies for stress management.

(7) Influencing factors. The student comprehends ways in which media and technology influence individual and community health. The student is expected to:

- (A) research the effect of media on health-promoting behaviors; and
- (B) identify the use of health-related technology in the school such as audiometry and the Internet.

(8) Influencing factors. The student knows how various factors influence individual, family, and community health throughout the life span. The student is expected to:

- (A) explain the importance of communication skills as a major influence on the social and emotional health of the individual and family;
- (B) describe daily and weekly activities that promote the health of a family;

- (C) describe how a safe school environment relates to a healthy community; and
- (D) identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging.

(9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goalsetting and problem-solving skills for making healthy decisions. The student is expected to:

(A) describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor;

(B) assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving;

(C) utilize critical thinking in decision making and problem solving;

(D) describe benefits in setting and implementing short and long-term goals;

(E) explain the necessity of perseverance to achieve goals; and

(F) explain the importance of parent/trusted adult guidance in goal setting.

(10) Bullying prevention. The student understands positive bystander prevention strategies in helping to maintain positive relationships and respect. The student is expected to:

(A) analyze respectful ways to communicate with friends, family, teachers, and others;

(B) describe appropriate ways to address bullying on behalf of a friend or peer;

(C) explain the differences among teasing, joking, playing around, and bullying;

(D) identify methods available through which to report bullying; and

(E) describe the difference between reporting and tattling.

Source: The provisions of this §115.7 adopted to be effective September 1, 1998, 22 TexReg 7740; amended to be effective August 26, 2013, 38 TexReg 3413.