

## Curriculum-Based Support Group (CBSG®) Program Resiliency Domains as Related to Texas Essential Knowledge & Skills (TEKS)

The Curriculum-Based Support Group (CBSG) Program is a multi-cultural preventive intervention for selective and indicated populations of children and youth, ages 4-17, whose adverse situations, attitudes and behaviors place them at elevated risk for substance abuse, delinquency and violence. The CBSG Program provides a research-based curriculum of coping, social and substance abuse prevention skills delivered in a highly-structured support group process by a trained, caring group facilitator.

*CBSG Program Facilitator Manual:* The same age groupings, topics, format and activities are used in all CBSG Program implementation settings. Spanish translations of program materials are available. Because different settings have unique needs, there is a separate CBSG Program Facilitator Manual for use in:

- Schools or Community-Based Settings
  - *Kids' Connection* for ages 4-12, and *Youth Connection* for ages 10-17
- Homeless & Domestic Violence Shelters, Group Homes & Other Transitional Living Environments
  - *Kids' Connection, Too* for ages 4-15
- Christian Faith-Based Settings
  - *Faith Connection* for ages 4-15

AUTONOMY - I AM	
<ul style="list-style-type: none"> <li>Self-worth and value</li> <li>Self-efficacy and task mastery</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Adaptive distancing from negative messages and conditions</li> </ul>
<i>Major Message: I AM likeable, capable, unique and valued.</i>	
SOCIAL COMPETENCE - I CAN	
<ul style="list-style-type: none"> <li>Cooperation with others</li> <li>Responsiveness</li> <li>Ability to assert oneself</li> <li>Empathy and caring</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>Self-control</li> <li>Listening skills</li> </ul>
<i>Major Message: I CAN treat others like I want to be treated.</i>	
INTERDEPENDENCE - I HAVE	
<ul style="list-style-type: none"> <li>Pro-social bonding</li> <li>Asking and receiving caring and support</li> </ul>	<ul style="list-style-type: none"> <li>Identifying safe people</li> <li>Intimacy and trust</li> </ul>
<i>Major Message: I HAVE strengths, capabilities and people who care about me.</i>	
PROBLEM-SOLVING SKILLS - I WILL	
<ul style="list-style-type: none"> <li>Critical/creative thinking</li> <li>Ability to plan</li> <li>Positive coping skills</li> </ul>	<ul style="list-style-type: none"> <li>Ability to generate alternative choices</li> <li>Normative beliefs</li> </ul>
<i>Major Message: I WILL make healthy choices and be alcohol, tobacco, and drug free.</i>	
SENSE OF PURPOSE & FUTURE - I BELIEVE	
<ul style="list-style-type: none"> <li>Goal direction</li> <li>Educational &amp; career aspirations</li> <li>Pro-social ideals / achievement motivation</li> </ul>	<ul style="list-style-type: none"> <li>Personal commitment</li> <li>Faith / spiritual connectedness</li> </ul>
<i>Major Message: I BELIEVE I have a purpose.</i>	

# **Kids Connection as Related to TEKS - Pre-Kindergarten**

I. Social and Emotional Development Domain	
B. Self-Regulation Skills	
I.B.1.a.	Child follows classroom rules and routines with occasional reminders from teacher.
I.B.1.c.	Child regulates his own behavior with occasional reminders or assistance from teacher.
I.B.2.a.	Child begins to understand difference and connection between emotions/feelings and behaviors.
I.B.2.b.	Child can communicate basic emotions/feelings.
I.B.2.c.	Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.
I.B.3.a.	Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
I.B.3.b.	Child remains focused on engaging group activities for up to 20 minutes at a time.
C. Relationship with Others	
I.C.1.	Child uses effective verbal and nonverbal communication skills to build relationships with teachers/adults.
I.C.3.	Child shows competence in initiating social interactions.
I.C.4.	Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
I.C.5.	Child initiates problem-solving strategies and seeks adult help when necessary.
I.C.6.	Child demonstrates empathy and caring for others.
D. Social Awareness Skills	
I.D.1.	Child demonstrates an understanding that others have perspectives and feelings that are different from her own.
II. Language and Communication Domain	
A. Listening Comprehension Skills	
II.A.1.	Child shows understanding by responding appropriately.
II.A.2.	Child shows understanding by following two-step oral directions and usually follows three-step directions.
II.A.3.	Child shows understanding of the language being spoken by teachers and peers.
B. Speaking Skills	
II.B.1.	Child is able to use language for different purposes.
II.B.2.	Child engages in conversations in appropriate ways.
II.B.3.	Child provides appropriate information for various situations.
II.B.4.	Child demonstrates knowledge of verbal conversational rules.
II.B.5.	Child demonstrates knowledge of nonverbal conversational rules.
II.B.6.	Child matches language to social contexts
D. Vocabulary Skills	
II.D.1.	Child uses a wide variety of words to label and describe people, places, things, and actions.
II.D.5.	Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.
E. Sentences and Structure and Skills	
II.E.3.	Child uses sentences with more than one phrase.
II.E.4.	Child combines more than one idea using complex sentences.
II.E.5.	Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.
VII. Social Studies Domain	
A. People, Past and Present Skills	
VII.A.1.	Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
VII.A.2.	Child identifies similarities and differences in characteristics of families.
B. Economic Skills	
VII.B.1.	Child demonstrates that all people need food, clothing, and shelter.
VII.B.3.	Child discusses the roles and responsibilities of family, school, and community helpers.
IX. Physical Development Domain	
A. Personal Safety and Health Skills	
IX.C.1.	Child practices good habits of personal safety.
IX.C.2.	Child practices good habits of personal health and hygiene.
IX.C.3.	Child identifies good habits of nutrition and exercise.

## ***Kids Connection as Related to TEKS - Kindergarten***

Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading	
(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	(B) ask and respond to questions about texts read aloud.
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:	(A) identify and use words that name actions, directions, positions, sequences, and locations;
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(A) follow pictorial directions (e.g., recipes, science experiments)
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	(A) dictate or write sentences to tell a story and put the sentences in chronological sequence
(16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	(B) speak in complete sentences to communicate; and (C) use complete simple sentences.
(21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) listen attentively by facing speakers and asking questions to clarify information; and (B) follow oral directions that involve a short-related sequence of actions.
(22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.	
(23) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.	
Chapter 113 – Texas Essential Knowledge and Skills for Social Studies	
(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:	(A) identify basic human needs of food, clothing, and shelter; (B) explain the difference between needs and wants
(8) Government. The student understands the purpose of rules. The student is expected to:	(A) identify purposes for having rules; and (B) identify rules that provide order, security, and safety in the home and school
(9) Government. The student understands the role of authority figures. The student is expected to:	(A) identify authority figures in the home, school, and community; and (B) explain how authority figures make and enforce rules.
(11) Culture. The student understands similarities and differences among people. The student is expected to:	(A) identify similarities and differences among people such as kinship, laws, and religion; and (B) identify similarities and differences among people such as music, clothing, and food.
(12) Culture. The student understands the importance of family customs and traditions. The student is expected to:	(A) describe and explain the importance of family customs and traditions; and (B) compare family customs and traditions.
(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(A) express ideas orally based on knowledge and experiences; and (B) create and interpret visuals, including pictures and maps.
(16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process 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; and (B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.

## Chapter 115 – Texas Essential Knowledge and Skills for Health Education

(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:
<ul style="list-style-type: none"> <li>(A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands;</li> <li>(B) identify types of foods that help the body grow such as healthy breakfast foods and snacks; and</li> <li>(C) identify types of exercise and active play that are good for the body.</li> </ul>
(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:
<ul style="list-style-type: none"> <li>(C) name the harmful effects of tobacco, alcohol, and other drugs;</li> <li>(D) identify ways to avoid harming oneself or another person;</li> <li>(F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;</li> <li>(G) demonstrate procedures for responding to emergencies including dialing 911; and</li> <li>(H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.</li> </ul>
(3) Health behaviors. The student demonstrates decision-making skills for making health-promoting decisions. The student is expected to:
<ul style="list-style-type: none"> <li>(A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems</li> </ul>
(5) Health information. The student understands how to recognize health information. The student is expected to:
<ul style="list-style-type: none"> <li>(A) name people who can provide helpful health information such as parents, doctors, teachers, and nurses; and</li> <li>(B) explain the importance of health information.</li> </ul>
(8) Personal/interpersonal skills. The student understands ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
<ul style="list-style-type: none"> <li>(A) recognize and describe individual differences and communicate appropriately and respectfully with all individuals;</li> <li>(B) explain the importance of showing consideration and respect for teachers, family members, friends, peers, and other individuals; and</li> <li>(C) recognize and explain the importance of manners and rules for healthy communication and treating others with respect.</li> </ul>
(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:
<ul style="list-style-type: none"> <li>(A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and</li> <li>(B) demonstrate skills for making new acquaintances.</li> </ul>

## **Kids Connection as Related to TEKS – First Grade**

<b>Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading</b>	
(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) determine what words mean from how they are used in a sentence, either heard or read
(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(A) follow written multi-step directions with picture cues to assist with understanding
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write brief compositions about topics of interest to the student
(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) listen attentively to speakers and ask relevant questions to clarify information; and (B) follow, restate, and give oral instructions that involve a short-related sequence of actions.
(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	
<b>Chapter 113 – Texas Essential Knowledge and Skills for Social Studies</b>	
(7) Economics. The student understands how families meet basic human needs. The student is expected to:	(A) describe ways that families meet basic human needs; and (B) describe similarities and differences in ways families meet basic human needs.
(11) Government. The student understands the purpose of rules and laws. The student is expected to:	(A) explain the purpose for rules and laws in the home, school, and community; and (B) identify rules and laws that establish order, provide security, and manage conflict.
(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:	(A) identify the responsibilities of authority figures in the home, school, and community
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(A) express ideas orally based on knowledge and experiences; and (B) create and interpret visual and written material.
(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process 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; and (B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.

## Chapter 115 – Texas Essential Knowledge and Skills for Health Education

(1) Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to: (A) describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise
(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to: (A) identify and use protective equipment to prevent injury; (B) name safe play environments; (C) explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs; (D) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult; (E) identify safety rules that help to prevent poisoning; (G) identify and practice safety rules during play; and (H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.
(3) Health behaviors. The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions. The student is expected to: (A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems; (B) describe how decisions can be reached and problems can be solved; and (C) explain the importance of goal setting and task completion.
(5) Health information. The student recognizes health information. The student is expected to: (A) identify people who can provide helpful health information such as parents, teachers, nurses, and physicians; and (B) list ways health information can be used such as knowing how to brush teeth properly.
(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to: (A) demonstrate respectful communication; (B) list unique ways that individuals use to communicate such as using body language and gestures; (C) express needs, wants, and emotions in appropriate ways; (D) describe and practice techniques of self-control such as thinking before acting; (E) list ways of actively discouraging bullying; and (F) practice refusal skills and replacement behaviors to avoid and resolve conflicts
(10) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to: (A) describe ways to build and maintain friendships; and (B) practice refusal skills to avoid and resolve conflicts

## **Kids Connection as Related to TEKS – Second Grade**

<b>Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading</b>	
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words
(15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(A) follow written multi-step directions
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	(A) write brief compositions about topics of interest to the student
(28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) listen attentively to speakers and ask relevant questions to clarify information; and (B) follow, restate, and give oral instructions that involve a short-related sequence of actions.
(29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	
(30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	
<b>Chapter 113 – Texas Essential Knowledge and Skills for Social Studies</b>	
(11) Government. The student understands the purpose of governments. The student is expected to:	(A) identify functions of governments such as establishing order, providing security, and managing conflict;
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life (C) identify other individuals who exemplify good citizenship; and (D) identify ways to actively practice good citizenship
(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:	(A) identify the significance of various ethnic and/or cultural celebrations; and (B) compare ethnic and/or cultural celebrations.
(19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) express ideas orally based on knowledge and experiences; and (B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.
(20) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process 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; and (B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.
<b>Chapter 115 – Texas Essential Knowledge and Skills for Health Education</b>	
(1) Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:	(A) explain actions an individual can take when not feeling well; (E) define stress and describe healthy behaviors that reduce stress such as exercise
(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:	(A) identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body; (B) identify ways to avoid deliberate and accidental injuries; (C) explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming; (D) explain the importance of avoiding dangerous substances; (E) explain ways to avoid weapons and report the presence of weapons to an adult; and (F) identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult.



## Chapter 115 – Texas Essential Knowledge and Skills for Health Education (continued)

(6) Health information. The student understands how to recognize health information. The student is expected to: (A) identify people who can provide health information; and (B) identify various media that provide health information.
(8) Influencing factors. The student understands how relationships influence personal health. The student is expected to: (A) describe how friends can influence a person's health; and (B) recognize unsafe requests made by friends such as playing in the street.
(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to: (A) identify characteristics needed to be a responsible family member or friend; (B) list and demonstrate good listening skills; and (C) demonstrate refusal skills.
(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to: (A) describe how to effectively communicate; (B) express needs, wants, and emotions in healthy ways; (C) explain the benefits of practicing self-control; (D) describe how to effectively respond to bullying of oneself or others; and (E) explain the benefits of treating friends, teachers, family members, and peers with respect.
(11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goalsetting and problem-solving skills for making health-promoting decisions. The student is expected to: (A) explain steps in the decision-making process and the importance of following the steps; (B) describe how personal-health decisions affect self and others; (C) list the steps and describe the importance of task completion and goal setting; and (D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.



## **Kids Connection as Related to TEKS – Third Grade**

Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading	
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs
(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(A) follow and explain a set of written multi-step directions
(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.	
(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and (B) follow, restate, and give oral instructions that involve a series of related sequences of action.
(30) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	
(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	
Chapter 113 – Texas Essential Knowledge and Skills for Social Studies	
(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:	(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life (C) identify and explain the importance of individual acts of civic responsibility, including obeying laws
(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:	(A) give examples of community changes that result from individual or group decisions; (B) identify examples of actions individuals and groups can take to improve the community
(13) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:	(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities
(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) express ideas orally based on knowledge and experiences; (B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas
(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process 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; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.
Chapter 115 – Texas Essential Knowledge and Skills for Health Education	
(1) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to:	(A) explain how personal-health habits affect self and others; (B) describe ways to improve personal fitness (E) explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music; and (F) explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.
(2) Health behaviors. The student recognizes and performs behaviors that reduce health risks throughout the life span. The student is expected to:	(A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons; (B) describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them; (C) identify reasons for avoiding violence, gangs, weapons and drugs; (D) identify examples of abuse and describe appropriate responses; and (E) describe the importance of taking personal responsibility for reducing hazards, avoiding accident, and preventing accidental injuries.

## Chapter 115 – Texas Essential Knowledge and Skills for Health Education (continued)

- (5) Health information. The student knows how to access health information. The student is expected to:
- (A) demonstrate the ability to locate resources from parents and family members, school, and the community; and
  - (B) demonstrate the ability to locate school and community health helpers.
- (6) Influencing factors. The student understands factors that influence individual and community health. The student is expected to:
- (A) relate how protecting the environment promotes individual and community health; (B) identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness;
  - (C) identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws; and
  - (D) describe roles and responsibilities of family members in promoting and practicing health behaviors.
- (8) Personal/interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:
- (A) distinguish between positive and negative peer pressures and their effects on personal health behaviors; and
  - (B) describe ways in which peers and families can work together to build a healthy community.
- (9) Personal/interpersonal skills. The student uses social skills in building and maintaining healthy and respectful relationships. The student is expected to:
- (A) demonstrate effective verbal and nonverbal communication
  - (B) demonstrate strategies for resolving conflicts;
  - (C) explain how to be a good friend;
  - (D) demonstrate effective listening skills;
  - (E) identify ways to communicate with parents/trusted adults about health concerns; (F) demonstrate refusal skills; and
  - (G) describe ways to help build self-esteem for oneself, friends, and others.
- (10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
- (A) demonstrate respectful communication with family members, peers, teachers, and others;
  - (B) describe the mental-health value of respectful communication such as reducing the potential for angry behavior; and
  - (C) express needs, wants, and emotions in healthy ways.
- (11) Personal/interpersonal skills. The student recognizes critical-thinking, decision-making, goalsetting, and problem-solving skills for making health-promoting decisions. The student is expected to:
- (A) practice critical-thinking skills when making health decisions;
  - (B) gather data to help make informed health choices;
  - (C) explain the positive and negative consequences of making a health-related choice; (D) explain the importance of seeking assistance in making decisions about health;
  - (E) practice assertive communication and refusal skills;
  - (F) describe goal-setting skills; and
  - (G) explain the importance of time passage with respect to a goal.

## ***Kids Connection as Related to TEKS – Fourth Grade***

<b>Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading</b>	
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;
(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe
(17) Writing. Students write about their own experiences. Students are expected to write about important	
(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and (B) follow, restate, and give oral instructions that involve a series of related sequences of action.
(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others. personal experiences.	
<b>Chapter 113 – Texas Essential Knowledge and Skills for Social Studies</b>	
(19) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:	(A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) incorporate main and supporting ideas in verbal and written communication; (C) express ideas orally based on research and experiences; (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process 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; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.
<b>Chapter 115 – Texas Essential Knowledge and Skills for Health Education</b>	
(3) Health information. The student knows how to access health information. The student is expected to:	(A) identify characteristics of health information; and (B) describe the importance of accessing health information through a variety of health resources.
(4) Health behaviors. The student understands and engages in behaviors that reduce health risks throughout the life span. The student is expected to:	(A) identify the use and abuse of prescription and non-prescription medication such as over -the-counter; (B) explain the similarities of and the differences between medications and street drugs/substances; (C) describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences; (D) identify ways to avoid drugs and list alternatives for the use of drugs and other substances; (E) explain how to develop a home-safety and emergency response plan such as fire safety; (F) identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home; and (G) identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.
(6) Influencing factors. The student comprehends factors that influence individual, family, and community health. The student is expected to:	(A) identify similarities in which healthy environments can be promoted in homes, schools, and communities
(8) Personal/interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:	(A) explain the influence of peer pressure on an individual's social and emotional health; and (B) describe the importance of being a positive role model for health.

## Chapter 115 – Texas Essential Knowledge and Skills for Health Education (continued)

(9) Personal/interpersonal skills. The student uses social skills for building and maintaining healthy relationships throughout the life span. The student is expected to:

- (A) describe the qualities of a good friend;
- (B) explain steps in conflict resolution;
- (C) explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted;
- (D) demonstrate healthy ways of gaining attention;
- (E) identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions;
- (F) analyze strengths and weaknesses in personal communication skills;
- (G) identify positive and negative characteristics of social groups such as gangs, clubs, and cliques; and
- (H) demonstrate refusal skills.

(10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (A) demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf;
- (B) describe healthy ways of responding to disrespectful behavior; and
- (C) describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.

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

- (A) explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems;
- (B) explain the advantages of setting short and long-term goals;
- (C) describe the importance of parental guidance and other trusted adults in goal setting;
- (D) explain the dangers of yielding to peer pressures by assessing risks/consequences; and
- (E) describe steps in decision making and problem solving.

## **Kids Connection as Related to TEKS – Fifth Grade**

<b>Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading</b>	
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words
(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures
(17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.	
(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective; (B) follow, restate, and give oral instructions that include multiple action steps; and (C) determine both main and supporting ideas in the speaker's message.
(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	
<b>Chapter 113 – Texas Essential Knowledge and Skills for Social Studies</b>	
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States; (B) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and (C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) incorporate main and supporting ideas in verbal and written communication; (C) express ideas orally based on research and experiences; (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process 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; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.
<b>Chapter 115 – Texas Essential Knowledge and Skills for Health Education</b>	
(1) Health information. The student knows ways to enhance and maintain personal health throughout the life span. The student is expected to:	(F) analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety.
(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.
(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.

## Chapter 115 – Texas Essential Knowledge and Skills for Health Education (continued)

<p>(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:</p> <ul style="list-style-type: none"> <li>(A) distinguish between healthy and harmful influences of friends and others;</li> <li>(B) describe the characteristics of healthy and unhealthy friendships;</li> <li>(C) identify ways to enhance personal communication skills;</li> <li>(D) analyze respectful ways to communicate with family, adults, and peers;</li> <li>(E) demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English;</li> <li>(F) apply and practice strategies for self-control; and</li> <li>(G) describe strategies for stress management.</li> </ul>
<p>(8) Influencing factors. The student knows how various factors influence individual, family, and community health throughout the life span. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) explain the importance of communication skills as a major influence on the social and emotional health of the individual and family;</li> <li>(B) describe daily and weekly activities that promote the health of a family;</li> <li>(C) describe how a safe school environment relates to a healthy community</li> </ul>
<p>(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:</p> <ul style="list-style-type: none"> <li>(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</li> <li>(B) assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving;</li> <li>(C) utilize critical thinking in decision making and problem solving;</li> <li>(D) describe benefits in setting and implementing short and long-term goals;</li> <li>(E) explain the necessity of perseverance to achieve goals; and</li> <li>(F) explain the importance of parent/trusted adult guidance in goal setting.</li> </ul>

## Youth Connection as Related to TEKS – Sixth Grade

Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading	
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	<ul style="list-style-type: none"> <li>(A) explain messages conveyed in various forms of media;</li> <li>(B) recognize how various techniques influence viewers' emotions;</li> <li>(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and</li> <li>(D) analyze various digital media venues for levels of formality and informality</li> </ul>
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	<ul style="list-style-type: none"> <li>(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;</li> <li>(B) follow and give oral instructions that include multiple action steps; and</li> <li>(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.</li> </ul>
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	
Chapter 113 – Texas Essential Knowledge and Skills for Social Studies	
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	<ul style="list-style-type: none"> <li>(A) use a problem-solving process 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; and</li> <li>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</li> </ul>
Chapter 115 – Texas Essential Knowledge and Skills for Health Education	
(5) Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	<ul style="list-style-type: none"> <li>(A) analyze the use and abuse of prescriptions and non-prescription medications such as over-the-counter;</li> <li>(B) examine social influences on drug-taking behaviors;</li> <li>(C) describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances;</li> <li>(D) explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in unsafe situations such as drinking and driving and Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD) transmission;</li> <li>(E) identify ways to prevent the use of tobacco, alcohol, drugs, and other substances such as alternative activities;</li> <li>(G) demonstrate strategies for the prevention of and response to deliberate and accidental injuries such as using conflict resolution skills instead of fighting and wearing a seat belt;</li> <li>(H) identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and</li> <li>(I) explain the consequences of sexual activity and the benefits of abstinence.</li> </ul>
(6) Influencing factors. The student understands how factors in the environment influence individual and community health. The student is expected to:	<ul style="list-style-type: none"> <li>(A) identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures; and</li> <li>(B) make healthy choices from among environmental alternatives such as leaving a smoke-filled room or selecting healthy snacks from vending machines.</li> </ul>
(7) Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:	<ul style="list-style-type: none"> <li>(A) differentiate between positive and negative relationships that can affect individual health such as clubs, gangs, or families;</li> <li>(B) explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior;</li> <li>(C) practice conflict resolution/mediation skills;</li> <li>(D) describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors; and</li> <li>(E) describe methods for communicating important issues with parents and peers.</li> </ul>
(8) Influencing factors. The student comprehends how media and technology influence individual and community health. The student is expected to:	<ul style="list-style-type: none"> <li>(A) identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web</li> </ul>



## Chapter 115 – Texas Essential Knowledge and Skills for Health Education (continued)

- (9) Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:
- (A) develop strategies for supporting and respecting all family members; and
  - (B) identify strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism, and neglect.
- (10) Personal/interpersonal skills. The student describes healthy and respectful ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
- (A) demonstrate ways to communicate empathy to others and have consideration for others;
  - (B) assess healthy ways of responding to disrespectful behaviors such as mediation;
  - (C) practice methods for self-control;
  - (D) describe healthy ways to express affection and love;
  - (E) describe ways to manage anxiety and grief;
  - (F) describe ways to control anger and emotions when responding to others;
  - (G) demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status;
  - (H) define stress and its effects on individual health and relationships; and
  - (I) identify stressors and their impact on the health of the individual and family.
- (11) Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:
- (A) seek the input of parents and other trusted adults in problem solving and goal setting;
  - (B) demonstrate the use of refusal skills in unsafe situations;
  - (C) explain the impact of peer pressure on decision making;
  - (D) compare the risks and benefits of various health behaviors such as choosing not to smoke; and
  - (E) identify the possible health implications of long-term personal and vocational goals.

# Youth Connection as Related to TEKS – Seventh Grade

Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) interpret both explicit and implicit messages in various forms of media; (C) evaluate various ways media influences and informs audiences
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims; (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and (C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
Chapter 113 – Texas Essential Knowledge and Skills for Social Studies
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (A) use a problem-solving process 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; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.
Chapter 115 – Texas Essential Knowledge and Skills for Health Education
(4) Health information. The student knows how to research, access, analyze, and use health information. The student is expected to: (A) use critical thinking to analyze and use health information such as interpreting media messages; (B) develop evaluation criteria for health information; (C) demonstrate ways to use health information to help self and others
(5) Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to: (A) analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries; (B) describe the dangers associated with a variety of weapons; (C) identify strategies for prevention and intervention of emotional, physical, and sexual abuse; (D) identify information relating to abstinence; (H) explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances; (I) relate medicine and other drug use to communicable disease, prenatal health, health problems in later life, and other adverse consequences; (J) identify ways to prevent the use of tobacco, alcohol, and other drugs such as alternative activities; (K) apply strategies for avoiding violence, gangs, weapons and drugs; and (L) explain the importance of complying with rules prohibiting possession of drugs and weapons
(6) Influencing factors. The student understands how physical and social environmental factors can influence individual and community health throughout the life span. The student is expected to: (A) relate physical and social environmental factors to individual and community health such as climate and gangs
(7) Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to: (A) analyze positive and negative relationships that influence individual and community health such as families, peers, and role models; and (B) develop strategies for monitoring positive and negative relationships that influence health.
(8) Influencing factors. The student researches ways in which media and technology influence individual and community health throughout the life span. The student is expected to: (A) explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper and billboard; and (B) explain how programmers develop media to influence buying decisions

## Chapter 115 – Texas Essential Knowledge and Skills for Health Education (continued)

(10) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:

- (A) differentiate between positive and negative peer pressure;
- (B) describe the application of effective coping skills;
- (C) distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact;
- (D) summarize and relate conflict resolution/mediation skills to personal situations; and
- (E) appraise the importance of social groups.

(11) Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (A) describe techniques for responding to criticism;
- (B) demonstrate strategies for coping with problems and stress;
- (C) describe strategies to show respect for individual differences including age differences;
- (D) describe methods of communicating emotions;
- (E) describe the effect of stress on personal and family health; and
- (F) describe the relationships between emotions and stress.

(12) Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:

- (A) interpret critical issues related to solving health problems;
- (B) relate practices and steps necessary for making health decisions;
- (C) appraise the risks and benefits of decision-making about personal health;
- (D) predict the consequences of refusal skills in various situations;
- (E) examine the effects of peer pressure on decision making;
- (F) develop strategies for setting long-term personal and vocational goals; and
- (G) demonstrate time-management skills.

## **Youth Connection as Related to TEKS – Eighth Grade**

<b>Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading</b>	
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	<ul style="list-style-type: none"> <li>(A) evaluate the role of media in focusing attention on events and informing opinion on issues;</li> <li>(C) evaluate various techniques used to create a point of view in media and the impact on audience</li> </ul>
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	<ul style="list-style-type: none"> <li>(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;</li> <li>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and</li> <li>(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.</li> </ul>
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	
<b>Chapter 113 – Texas Essential Knowledge and Skills for Social Studies</b>	
(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	<ul style="list-style-type: none"> <li>(A) use a problem-solving process 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; and</li> <li>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</li> </ul>
<b>Chapter 115 – Texas Essential Knowledge and Skills for Health Education</b>	
(4) Health information. The student knows how to research, access, analyze, and use health information. The student is expected to:	<ul style="list-style-type: none"> <li>(A) use critical thinking to analyze and use health information such as interpreting media messages;</li> <li>(B) develop evaluation criteria for health information;</li> <li>(C) demonstrate ways to use health information to help self and others</li> </ul>
(5) Health behaviors. The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:	<ul style="list-style-type: none"> <li>(A) analyze and demonstrate strategies for preventing and responding to deliberate and accidental injuries;</li> <li>(B) describe the dangers associated with a variety of weapons;</li> <li>(C) identify strategies for prevention and intervention of emotional, physical, and sexual abuse;</li> <li>(D) identify information relating to abstinence;</li> <li>(H) explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs and other substances;</li> <li>(I) relate medicine and other drug use to communicable disease, prenatal health, health problems in later life, and other adverse consequences;</li> <li>(J) identify ways to prevent the use of tobacco, alcohol, and other drugs such as alternative activities;</li> <li>(K) apply strategies for avoiding violence, gangs, weapons and drugs; and</li> <li>(L) explain the importance of complying with rules prohibiting possession of drugs and weapons</li> </ul>
(6) Influencing factors. The student understands how physical and social environmental factors can influence individual and community health throughout the life span. The student is expected to:	<ul style="list-style-type: none"> <li>(A) relate physical and social environmental factors to individual and community health such as climate and gangs</li> </ul>
(7) Influencing factors. The student investigates positive and negative relationships that influence individual, family, and community health. The student is expected to:	<ul style="list-style-type: none"> <li>(A) analyze positive and negative relationships that influence individual and community health such as families, peers, and role models; and</li> <li>(B) develop strategies for monitoring positive and negative relationships that influence health.</li> </ul>
(8) Influencing factors. The student researches ways in which media and technology influence individual and community health throughout the life span. The student is expected to:	<ul style="list-style-type: none"> <li>(A) explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper and billboard; and</li> <li>(B) explain how programmers develop media to influence buying decisions</li> </ul>

## Chapter 115 – Texas Essential Knowledge and Skills for Health Education (continued)

(10) Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to:

- (A) differentiate between positive and negative peer pressure;
- (B) describe the application of effective coping skills;
- (C) distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye-contact;
- (D) summarize and relate conflict resolution/mediation skills to personal situations; and
- (E) appraise the importance of social groups.

(11) Personal/interpersonal skills. The student understands, analyzes, and applies healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

- (A) describe techniques for responding to criticism;
- (B) demonstrate strategies for coping with problems and stress;
- (C) describe strategies to show respect for individual differences including age differences;
- (D) describe methods of communicating emotions;
- (E) describe the effect of stress on personal and family health; and
- (F) describe the relationships between emotions and stress.

(12) Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:

- (A) interpret critical issues related to solving health problems;
- (B) relate practices and steps necessary for making health decisions;
- (C) appraise the risks and benefits of decision-making about personal health;
- (D) predict the consequences of refusal skills in various situations;
- (E) examine the effects of peer pressure on decision making;
- (F) develop strategies for setting long-term personal and vocational goals; and
- (G) demonstrate time-management skills.

## **Youth Connection as Related to TEKS – Ninth Grade**

<b>Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading</b>	
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	<p>(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;</p> <p>(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet)</p>
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	<p>(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p> <p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes</p>
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	
<b>Chapter 113 – Texas Essential Knowledge and Skills for Social Studies</b>	
(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	<p>(A) use a problem-solving process 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; and</p> <p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>
<b>Chapter 115 – Texas Essential Knowledge and Skills for Health Education</b>	
(1) Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to:	<p>(A) relate the nation's health goals and objectives to individual, family, and community health;</p> <p>(G) analyze strategies to prevent suicides;</p> <p>(H) examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression</p>
(3) Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:	<p>(C) analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead</p>
(4) Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to:	<p>(A) analyze the health messages delivered through media and technology; and</p> <p>(B) explain how technology has impacted the health status of individuals, families, communities, and the world.</p>
(5) Health information. The student understands how to evaluate health information for appropriateness. The student is expected to:	<p>(A) develop evaluation criteria for health information;</p> <p>(B) demonstrate ways to utilize criteria to evaluate health information for appropriateness;</p> <p>(C) discuss the legal implications regarding sexual activity as it relates to minor persons; and</p> <p>(D) demonstrate decision-making skills based on health information.</p>
(6) Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to:	<p>(A) examine the effects of health behaviors on body systems;</p>

## Chapter 115 – Texas Essential Knowledge and Skills for Health Education (continued)

- (7) Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:
- (A) analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;
  - (B) explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents;
  - (C) develop strategies for preventing use of tobacco, alcohol, and other addictive substances;
  - (D) analyze the importance of alternatives to drug and substance use;
  - (E) analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;
  - (F) analyze strategies for preventing and responding to deliberate and accidental injuries;
  - (G) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;
  - (H) analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;
  - (J) analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape
- (8) Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:
- (A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends
- (9) Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:
- (A) describe the roles of parents, grandparents, and other family members in promoting a healthy family; and
  - (B) analyze the dynamics of family roles and responsibilities relating to health behavior.
- (13) Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:
- (A) demonstrate communication skills in building and maintaining healthy relationships;
  - (B) distinguish between a dating relationship and a marriage;
  - (C) analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;
  - (D) evaluate the effectiveness of conflict resolution techniques in various situations;
  - (E) demonstrate refusal strategies;
  - (F) explore methods for addressing critical-health issues; and
  - (G) evaluate the dynamics of social groups.
- (14) Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:
- (A) demonstrate strategies for communicating needs, wants, and emotions;
  - (B) examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse; and
  - (C) communicate the importance of practicing abstinence.
- (15) Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:
- (A) apply communication skills that demonstrate consideration and respect for self, family, and others;
  - (B) demonstrate empathy towards others; and
  - (C) analyze ways to show disapproval of inconsiderate and disrespectful behavior.
- (16) Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:
- (A) identify decision-making skills that promote individual, family, and community health;
  - (B) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;
  - (C) classify forms of communication such as passive, aggressive, or assertive; and
  - (D) associate risk-taking with consequences such as drinking and driving.



## Youth Connection as Related to TEKS – Tenth Grade

### Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

- (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;
- (C) examine how individual perception or bias in coverage of the same event influences the audience; and
- (D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

- (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;
- (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.

### Chapter 113 – Texas Essential Knowledge and Skills for Social Studies

(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process 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; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

### Chapter 115 – Texas Essential Knowledge and Skills for Health Education

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

- (A) relate the nation's health goals and objectives to individual, family, and community health;
- (G) analyze strategies to prevent suicides;
- (H) examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression

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

- (C) analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead

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

- (A) analyze the health messages delivered through media and technology; and
- (B) explain how technology has impacted the health status of individuals, families, communities, and the world.

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

- (A) develop evaluation criteria for health information;
- (B) demonstrate ways to utilize criteria to evaluate health information for appropriateness;
- (C) discuss the legal implications regarding sexual activity as it relates to minor persons; and
- (D) demonstrate decision-making skills based on health information.

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

- (A) examine the effects of health behaviors on body systems;

## Chapter 115 – Texas Essential Knowledge and Skills for Health Education (continued)

- (7) Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:
- (A) analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;
  - (B) explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents;
  - (C) develop strategies for preventing use of tobacco, alcohol, and other addictive substances;
  - (D) analyze the importance of alternatives to drug and substance use;
  - (E) analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;
  - (F) analyze strategies for preventing and responding to deliberate and accidental injuries;
  - (G) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;
  - (H) analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;
  - (J) analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape
- (8) Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:
- (A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends
- (9) Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:
- (A) describe the roles of parents, grandparents, and other family members in promoting a healthy family; and
  - (B) analyze the dynamics of family roles and responsibilities relating to health behavior.
- (13) Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:
- (A) demonstrate communication skills in building and maintaining healthy relationships;
  - (B) distinguish between a dating relationship and a marriage;
  - (C) analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;
  - (D) evaluate the effectiveness of conflict resolution techniques in various situations;
  - (E) demonstrate refusal strategies;
  - (F) explore methods for addressing critical-health issues; and
  - (G) evaluate the dynamics of social groups.
- (14) Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:
- (A) demonstrate strategies for communicating needs, wants, and emotions;
  - (B) examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse; and
  - (C) communicate the importance of practicing abstinence.
- (15) Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:
- (A) apply communication skills that demonstrate consideration and respect for self, family, and others;
  - (B) demonstrate empathy towards others; and
  - (C) analyze ways to show disapproval of inconsiderate and disrespectful behavior.
- (16) Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:
- (A) identify decision-making skills that promote individual, family, and community health;
  - (B) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;
  - (C) classify forms of communication such as passive, aggressive, or assertive; and
  - (D) associate risk-taking with consequences such as drinking and driving.

## Youth Connection as Related to TEKS – Eleventh Grade

Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: <ul style="list-style-type: none"> <li>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</li> <li>(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;</li> <li>(C) evaluate the objectivity of coverage of the same event in various types of media</li> </ul>
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: <ul style="list-style-type: none"> <li>(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions</li> </ul>
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards 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.
Chapter 113 – Texas Essential Knowledge and Skills for Social Studies
(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: <ul style="list-style-type: none"> <li>(A) use a problem-solving process 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; and</li> <li>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</li> </ul>
Chapter 115 – Texas Essential Knowledge and Skills for Health Education
(1) Health information. The student applies technology to analyze and appraise personal health. The student is expected to: <ul style="list-style-type: none"> <li>(A) generate a personal-health profile using appropriate technology such as stress reduction, body fat composition, and nutritional analysis; and</li> <li>(B) explain how technology can influence health.</li> </ul>
(3) Health information. The student investigates the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to: <ul style="list-style-type: none"> <li>(C) describe the harmful effects of certain substances on the fetus such as alcohol, tobacco, environmental hazards such as lead, and other drugs;</li> <li>(D) analyze roles of relationships and responsibilities relating to marriage; and</li> <li>(E) analyze behavior in romantic relationships that enhance dignity, respect, and responsibility.</li> </ul>
(4) Health information. The student evaluates the validity of health information. The student is expected to: <ul style="list-style-type: none"> <li>(B) analyze health information based on health-related standards; and</li> <li>(C) evaluate the impact of laws relating to the use of medication, alcohol, tobacco, and other drugs/substances.</li> </ul>
(5) Health information. The student describes the effect of marketing and advertising on health behavior. The student is expected to: <ul style="list-style-type: none"> <li>(A) analyze marketing and advertising techniques in health-product and service promotion; and</li> <li>(B) apply marketing and advertising techniques to health promotion.</li> </ul>
(6) Health information. The student evaluates and utilizes communication skills in building and maintaining healthy relationships. The student is expected to: <ul style="list-style-type: none"> <li>(A) apply effective communication skills for building and maintaining healthy relationships;</li> <li>(B) design strategies for implementing effective conflict resolution/mediation strategies; and</li> <li>(C) present a model for effective communication skills.</li> </ul>
(7) Health behaviors. The student generates strategies that address health-risk behaviors. The student is expected to: <ul style="list-style-type: none"> <li>(A) participate in school-related efforts to address health-risk behaviors;</li> <li>(B) develop a plan to participate in community efforts to address health-risk behaviors;</li> <li>(C) develop educational-safety models for children and adults for use at home, school, and in the community;</li> <li>(D) evaluate the impact of laws relating to tobacco, alcohol, drugs and other substances;</li> <li>(E) investigate treatment plans for drug addiction; and</li> <li>(F) describe the interrelatedness of alcohol and other drugs to health problems such as drugs and date rape, Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), and drinking and driving.</li> </ul>

## Chapter 115 – Texas Essential Knowledge and Skills for Health Education (continued)

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

- (A) create and apply strategies for communicating emotions, needs, and wants;
- (B) demonstrate leadership skills for advocating health;
- (C) investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse

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

- (A) appraise effective communication skills that demonstrate consideration and respect for self, family, and others;
- (B) associate effective communication with success in school and the workplace;
- (C) explain the detrimental effects of inconsiderate and disrespectful behavior;
- (D) apply criteria for using passive, aggressive, and assertive communication in relationships;
- (E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age

(15) Personal/interpersonal skills. The student synthesizes information and applies strategies for making health-promoting decisions. The student is expected to:

- (A) apply decision-making skills to health-promoting decisions;
- (B) interpret information provided by parents and other adults; and
- (C) determine causal connections that promote health in relationships.

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

- (B) design materials for health advocacy

## **Youth Connection as Related to TEKS – Twelfth Grade**

<b>Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading</b>	
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	<ul style="list-style-type: none"> <li>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</li> <li>(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;</li> <li>(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose</li> </ul>
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards 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.	
<b>Chapter 113 – Texas Essential Knowledge and Skills for Social Studies</b>	
(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	<ul style="list-style-type: none"> <li>(A) use a problem-solving process 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; and</li> <li>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</li> </ul>
<b>Chapter 115 – Texas Essential Knowledge and Skills for Health Education</b>	
(1) Health information. The student applies technology to analyze and appraise personal health. The student is expected to:	<ul style="list-style-type: none"> <li>(A) generate a personal-health profile using appropriate technology such as stress reduction, body fat composition, and nutritional analysis; and</li> <li>(B) explain how technology can influence health.</li> </ul>
(3) Health information. The student investigates the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:	<ul style="list-style-type: none"> <li>(C) describe the harmful effects of certain substances on the fetus such as alcohol, tobacco, environmental hazards such as lead, and other drugs;</li> <li>(D) analyze roles of relationships and responsibilities relating to marriage; and</li> <li>(E) analyze behavior in romantic relationships that enhance dignity, respect, and responsibility.</li> </ul>
(4) Health information. The student evaluates the validity of health information. The student is expected to:	<ul style="list-style-type: none"> <li>(B) analyze health information based on health-related standards; and</li> <li>(C) evaluate the impact of laws relating to the use of medication, alcohol, tobacco, and other drugs/substances.</li> </ul>
(5) Health information. The student describes the effect of marketing and advertising on health behavior. The student is expected to:	<ul style="list-style-type: none"> <li>(A) analyze marketing and advertising techniques in health-product and service promotion; and</li> <li>(B) apply marketing and advertising techniques to health promotion.</li> </ul>
(6) Health information. The student evaluates and utilizes communication skills in building and maintaining healthy relationships. The student is expected to:	<ul style="list-style-type: none"> <li>(A) apply effective communication skills for building and maintaining healthy relationships;</li> <li>(B) design strategies for implementing effective conflict resolution/mediation strategies; and</li> <li>(C) present a model for effective communication skills.</li> </ul>
(7) Health behaviors. The student generates strategies that address health-risk behaviors. The student is expected to:	<ul style="list-style-type: none"> <li>(A) participate in school-related efforts to address health-risk behaviors;</li> <li>(B) develop a plan to participate in community efforts to address health-risk behaviors;</li> <li>(C) develop educational-safety models for children and adults for use at home, school, and in the community;</li> <li>(D) evaluate the impact of laws relating to tobacco, alcohol, drugs and other substances;</li> <li>(E) investigate treatment plans for drug addiction; and</li> <li>(F) describe the interrelatedness of alcohol and other drugs to health problems such as drugs and date rape, Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), and drinking and driving.</li> </ul>

## Chapter 115 – Texas Essential Knowledge and Skills for Health Education (continued)

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

- (A) create and apply strategies for communicating emotions, needs, and wants;
- (B) demonstrate leadership skills for advocating health;
- (C) investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse

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

- (A) appraise effective communication skills that demonstrate consideration and respect for self, family, and others;
- (B) associate effective communication with success in school and the workplace;
- (C) explain the detrimental effects of inconsiderate and disrespectful behavior;
- (D) apply criteria for using passive, aggressive, and assertive communication in relationships;
- (E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age

(15) Personal/interpersonal skills. The student synthesizes information and applies strategies for making health-promoting decisions. The student is expected to:

- (A) apply decision-making skills to health-promoting decisions;
- (B) interpret information provided by parents and other adults; and
- (C) determine causal connections that promote health in relationships.

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

- (B) design materials for health advocacy