

Brownsville Independent School District
Board Approval Date: 3/24/98
Health – Family Life Human Sexuality Program Objectives

Pre-Kinder

Families come in different sizes.

- (b) (K.8) (B)-----
 (b) (K.8) (B)-----
1. recognize and value different types of family structures. (H,HQ, HQ)
 2. define the role of family in one's life and the importance of it's existence. (H,HQ,SS)

Families may change in different ways.

- (b) (K.9) (B)-----
1. understand that families may change over time and that different types of events may cause change. (H,SS,HQ)

Family members work together.

- (b) (K.8) (B)-----
 (b) (K.8) (B)-----
 (b) (K.8) (B)-----
1. identify tasks he/she can do to contribute to family. (SS,H, HQ,LA,M,TA)
 2. perform basic set up/clean up tasks in classroom. (SS,HQ,LA,M,TA)
 3. participate in learning activities that emphasize the importance of finishing assigned tasks. (SS,H,HQ,LA,S,M)

Family members are courteous to each other.

- (b) (K.8) (C)-----
 (b) (K.8) (C)-----
1. follow basic rules of courtesy in the classroom. (SS,H,HQ,S, LA,M,TA)
 2. recognize when he/she is not being courteous and incorporate positive skills to correct the behavior. (SS,H,HQ,LA,M,S,TA)

Girls and boys can do many things.

- (b) (K.8) (A)-----
 (b) (K.8) (A)-----
1. recognize boy/girl attributes and qualities. (H,S,HQ)
 2. emphasize equal opportunities for genders. (H,LA,TA,HQ)

You are special and so is everyone else.

- (b) (K.8) (A)-----
1. tell at least one special personal characteristic about self. (H,SS, LA,TA,HQ)

Identify touches.

- (b) (K.9) (A)-----
 (b) (K.9) (A)-----
 (b) (K.9) (A)-----
 (b) (K.9) (A)-----
1. identify acceptable and unacceptable touches. (H,SS,LA,TA,HQ)
 2. discuss what secrets are. (H,SS,LA,TA,HQ)
 3. know when its okay to tell a secret about unacceptable touches. (H,SS,LA,TA,HQ)
 4. develop a community help system and list people who he/she can talk to when necessary. (H,SS,LA,HQ)

Hygiene

- (b) (K.1) (A) (K.6) (C) (D)
 (b) (K.1)-----
1. discuss and practice ways to avoid germs. (S,H,HQ)
 2. locate and use school facilities used for personal hygiene. (H,HQ,S)

TEKS

People have feelings which affect how they feel about themselves.

(b) (K.8) (A)-----

1. give at least one positive trait about themselves. (H,HQ,S, SS,LA,TA)

Feeling good about yourself is an important feeling.

(b) (K.8) (A)-----

1. identify elements that contribute to positive self-esteem (H,HQ,SS,S,TA,M)

(b) (K.8) (A)-----

2. discuss the need to belong that all people share. (H,HQ,SS,S,LA,TA)

(b) (K.8) (A)-----

3. learn to share and identify feelings in a positive way. (H,HQ,SS,S,LA,TA)

Friends are important people.

(b) (K.9) (A)-----

1. identify the characteristics of a friend. (SS,H,HQ,LA)

(b) (K.9) (A)-----

2. accept that friends can disagree and still stay friends. (H,HQ,LA,SS)

Learn decision making skills

(b) (K.3) (A)-----

1. identify the problem. (H,HQ)

(b) (K.3) (A)-----

2. identify the solutions w/consequences. (SS,LA,H,HQ,S)

(b) (K.3) (A)-----

3. make a choice. (SS,S,H,HQ,LA,TA)

Families come in different sizes.

- (b) (K.8) (B)-----
 (b) (K.8) (B)-----
1. recognize and value different types of family structures. (H,HQ,S,SS,M,LA,TA)
 2. define the role of the family in one's life. (H,HQ,SS,S,M,LA,TA)

Families may change in different ways.

- (b) (K.9) (B)-----
- understand that families may change over time and that different types of events may cause change. (H,HQ,SS,S,M,LA,TA)

Family members work together.

- (b) (K.8) (B)-----
 (b) (K.8) (B)-----
 (b) (K.8) (B)-----
1. identify tasks he/she can do to contribute to family. (SS,HQ)
 2. perform basic set up/clean up tasks in classroom. (SS,HQ)
 3. participate in learning activities that emphasize the importance of finishing assigned tasks. (SS,H,HQ,S,M,LA,TA)

Family members are courteous to each other.

- (b) (K.8) (C)-----
 (b) (K.8) (C)-----
1. follow basic rules of courtesy in the classroom. (SS,S,HQ,M,LA,TA)
 2. recognize when he/she is not being courteous and incorporate positive skills to correct the behavior. (SS,H,HQ,M,LA,TA)

Identify personal values.

- (b) (K.8) (A (B)----- --
 (b) (K.8) (A) (B) (C)----
 (b) (K.9) (B)-----
1. discuss the following:
 respect of one's person and others, commitment to family, healthy life-style, service to others, self-discipline, responsibility, courage, kindness, and honesty. (HQ,H,S,SS)
 2. identify important positive values. (H,HQ)
 3. describe ways people demonstrate personal and cultural values. (H,HQ,SS)

Girls and boys can do many things.

- (b) (K.8) (A)-----
 (b) (K.8) (A)-----
1. recognize boy/girl attributes and qualities. (H,HQ,S,SS,LA,TA)
 2. emphasize equal opportunities for genders. (H,HQ,S,SS,LA,TA)

You are special and so is everyone else.

- (b) (K.8) (A)-----
1. tell at least one special personal characteristic about self. (H,HQ,S,SS,LA,TA)

Identify touches.

- (b) (K.9) (A)-----
 (b) (K.9) (A)-----
 (b) (K.9) (A)-----
 (b) (K.9) (A)-----
1. identify acceptable and unacceptable touches. (H,HQ,LA,S,SS,TA)
 2. discuss what secrets are (H,HQ,LA,S,SS,TA)
 3. know when its okay to tell a secret about unacceptable touches. (S,SS,H,HQ,LA,TA)
 4. develop a help system and list people who he/she can talk to. (H,HQ).

Hygiene.

- (b) (K.1) (A) (K.6) (C) (D)
 (K.1)-----
1. discuss and practice ways to avoid germs. (S,SS,S,SQ,LA,M)
 2. locate and use school facilities used for personal hygiene. (H,HQ,S)

TEKS

Knowing about your body.

(b) (K.4) (B)-----

1. learn the correct terminology for the bodily processes of urination and bowel movement. (S,H)

People have feelings which affect how they feel about themselves.

(b) (K.8) (A)-----

1. give at least one positive trait about themselves. (H,HQ,SS,S)

Feeling good about yourself is an important feeling.

(b) (K.8) (A)-----

1. identify elements that contribute to positive self-esteem. (H,HQ,S,SS,LA,M)

(b) (K.8) (B)-----

2. discuss need to belong that all people share. (H,HQ,S,SS,LA)

(b) (K.8) (B)-----

3. discuss and identify feelings. (HQ,H,LA)

Friends are important people.

(b) (K.9) (B)-----

1. identify the characteristics of a friend. (SS,HQ,LA)

(b) (K.9) (B)-----

2. friends can disagree and still be friends. (HQ,LA)

Learn decision making skills.

(b) (K.3) (A)-----

1. identify problem. (SS,H,HQ,LA,M)

(b) (K.3) (A)-----

2. identify solutions w/consequences. (SS,H,HQ,S,LA,M)

(b) (K.3) (A)-----

3. make a choice. (SS,S,H,HQ,LA,M)

- Family members help one another in different ways.
- (b) (1.8) (A)-----
 (b) (1.3) (C)-----
1. list tasks which need to be done at home everyday. (SS,S,H,HQ,LA)
 2. cooperate with others to get assigned tasks completed. (SS,S,H,HQ,LA)
- Families come in different sizes.
- (b) (1.9) (A)-----
 (b) (1.9) (A)-----
1. recognize and value different types of family structures. (H,HQ,S,SS,LA)
 2. define the role of the family in one's life and the importance of its existence. (H,HQ,S,SS,LA)
- Identify positive and negative values.
- (b) (1.9) (A) (B) (C)(D)
 (b) (1.9) (A) (B) (C) (D)
 (b) (1.9) (A) (B) (C) (D)
1. discuss the following:
 respect of one's person and others, commitment of family, healthy life-style, service to others, self-discipline, responsibility, courage, kindness, honesty, lying, stealing, cheating, and fighting. (HQ,H,SS,S, LA)
 2. identify important family values. (H,HQ,SS,LA)
 3. describe ways people demonstrate positive values. (H,HQ)
- Every person has special qualities which make him/her unique.
- (b) (1.9) (A)-----
 (b) (1.9) (A)-----
 (b) (1.9) (A) (1.10) (A)-
1. describe self in positive terms. (SS,S,H,HQ,LA)
 2. discuss the positive differences that make each person unique. (S,SS,H,HQ,LA)
 3. list at least one positive quality that makes you unique. (S,SS,H,HQ,LA)
- Hygiene
- (b) (1.1) (A) (B) (1.4) (C)
 (b) (1.1) (A) (B) (1.4) (C)
 (1.5) (B)
1. discuss ways to care for the body. (H,HQ,S,SS, LA)
 2. recognize good grooming. (H,HQ,S,LA)
- Identify touches.
- (b) (1.2) (H)-----
 (b) (1.2) (H)-----
 (b) (1.2) (H)-----
 (b) (1.2) (H)-----
1. identify acceptable and unacceptable touches. (S,H,HQ,LA)
 2. discuss what secrets are. (S,SS,H,HQ,LA)
 3. know when its okay to tell a secret about unacceptable touches. (SS,S,H,HQ,LA)
 4. develop a help system and list people who he/she can talk to. (H,HQ,S,SS,LA,M)
- Emotions we express.
- (b) (1.9) (C)-----
 (b) (1.9) (C) (D)-----
1. identify different types of emotions. (H,HQ,S,SS,LA,M)
 2. express emotions appropriately. (H,HQ,S,SS,LA)

TEKS

Having a friend and being a friend is hard work

- (b) (1.10) (A)-----
 - (b) (1.10) (A)-----
 - (b) (1.3) (B)-----
1. recognize the value of friends. (SS,H,HQ,LA)
 2. accept that friends can disagree and still stay friends. (SS,S,H,HQ,LA)
 3. discuss peer pressure. (H,HQ)

Making decisions.

- (b) (1.3) (B)-----
 - (b) (1.3) (C)-----
 - (b) (1.3) (C)-----
 - (b) (1.3) (A) (B) (C)----
1. discuss the 6 steps of the decision making process. (SS,S,HQ,LA,M,H,)
 - a. identify the problem or situation.
 - b. think of all the possible actions you could take.
 - c. gather information.
 - d. consider the possible consequences.
 - e. make a choice
 - f. take action
 2. make a healthy choice and support the choice. (H,HQ)
 3. discuss the benefits and limitations of positive choices that relate to responsibilities. (SS,S,H,HQ,LA,M)
 4. discuss how peer pressure affects decision making. (H,HQ)

Knowing about your body.

- (b) (1.4) (B)-----
1. learn the correct terminology for the body processes of urination and bowel movements. (H,S)

- There are many different kinds of family structures.
- (b) (2.9) (A)-----
1. recognize and value various family structures. (SS,H,HQ, S)
- Families meet basic needs of members.
- (b) (2.10) (B)-----
1. identify needs the family unit fulfills (ie. food, shelter, clothing, protection, security, love and nurturing). (SS,H,HQ, LA)
(b) (2.11) (D)-----
2. identify parents as sources to help when afraid of confused. (H,HQ,SS,LA)
- Families must work together to get work done.
- (b) (2.11) (C)-----
1. identify the household tasks which need to be done regularly. (H,HQ,S,SS,LA)
(b) (2.11) (C)-----
2. work together to accomplish assigned tasks. (H, HQ,S,SS,LA)
- Making decisions and identifying positive and negative values.
- (b) (2.10) (A) (B) (C)---
1. discuss the following positive and negative values:
respect of one's person and others, commitment to family, healthy life-style, service to other, self-discipline, responsibility, courage kindness, honesty, lying, stealing, cheating, and fighting (HQ, H, SS,S, LA)
(b) (2.10) (A) (B) (C)---
2. identify important sources of positive values.
(b) (2.10) (A) (B) (C)---
3. describe ways people demonstrate positive values.
- Families have traditions.
- (b) (2.9) (A)-----
1. identify types of family traditions. (SS,S,HQ,H,LA)
(b) (2.9) (A)-----
2. identify one's own responsibility in maintaining enjoyable traditions. (SS,S,H,HQ,LA)
- Growing up means responsibilities.
- (b) (2.9) (A)-----
1. distinguish between a child's and adult responsibility in the home. (S,SS,H,HQ, LA)
(b) (2.9) (A)-----
2. distinguish between the meaning of responsibility and privilege. (SS,S,H,HQ,LA)
- Every person has special qualities which make him/her unique
- (b) (2.10) (B)-----
1. describe self in positive terms. (H,HQ,LA,S,SS)
(b) (2.10) (B)-----
2. discuss the positive difference that make each person unique. (H,HQ,LA,S,SS)
- Hygiene.
- (b) (2.4) (A) (B)-----
1. explain ways sound health habits help prevent disease. (H,HQ,S,SS,M,LA)
(b) (2.4) (A) (B)-----
2. explain benefits of personal health care practices. (H,HQ,S,SS,LA)

TEKS

Identify touches.

- (b) (2.2) (F)-----
 1. know the difference between appropriate and inappropriate. (SS,S,H,HQ,LA)
 2. identify and demonstrate ways to say “no” to an inappropriate request. (SS,S,H,HQ,LA)
- (b) (2.2) (F)-----

Developing a community help system.

- (b) (2.2) (F)-----
 1. list people who he/she can talk to when necessary. (SS,S, H,HQ,LA)

Expressing our emotions.

- (b) (2.10) (B)-----
 1. recognize types of emotions. (TA)
 2. express emotions in a constructive manner. (TA)
- (b) (2.10) (B)-----

Respecting other people and other people’s property.

- (b) (2.10) (A)-----
 1. practice politely asking to borrow something. (SS,S,H,HQ,LA)
 2. practice being polite to others. (SS,S,H,HQ,LA)
- (b) (2.10) (A)-----

Decision making for children.

- (b) (2.11) (A)-----
 1. distinguish between choices. (H,HQ,S,SS,LA,M)
 2. determine the consequences of positive and negative choices. (H,HQ,S,SS,LA,M)
 - a.) advertising
 - b.) drugs and alcohol
 - c.) communicable disease, etc.
 3. discuss what influences choices (ie. advice, peer pressure, religion, values).
- (b) (2.11) (B)-----
- (b) (2.11) (D)-----

Identify ways to compromise.

- (b) (2.10) (A)-----
 1. select healthy strategies for resolving conflicts with peers, family members, and others, (H,HQ,LA,S,SS,LA)
 2. recognize the value of various people having different points of view. (H,HQ,S)
- (b) (2.10) (A)-----

Knowing about your body.

- (b) (2.3) (B) (C)-----
 1. learn bodily functions with correct terminology (urination, bowel movement). (S,H)

Family members work together.

- (b) (3.6) (D)-----
 (b) (3.11) (F) (G)-----
1. recognize family tasks that need to be done. (H,HQ,S,SS,LA,M)
 2. cooperate with one another to meet a goal. (SS,S,M,HQ,LA)

A family is larger than those who live in our house.

- (b) (3.10) (A)-----
 (b) (3.9) (E)-----
1. differentiate relatives as aunts, uncles, grandparents. (SS,S,SS,H,HQ,M)
 2. construct a family tree. (SS,S,H,HQ,LA,M)

Getting along with brothers, sister and other family members.

- (b) (3.10) (A) (B)-----
 (b) (3.10) (B)-----
1. identify causes of sibling disagreements. (SS,S, H,HQ, LA)
 2. describe alternatives to resolve sibling disagreements. (SS,S, H,HQ,LA)

A family changes when a member leaves or joins a family.

- (b) (3.9) (A) (B)-----
 (b) (3.9) (A) (B)-----
1. identify change necessary if various members have left the home. (H,HQ,S,SS,LA)
 2. identify changes necessary if someone joins the family. (H,HQ,S,SS,LA)

Making decisions and identify personal values.

- (b) (3.10) (A)-----
 (b) (3.10) (B)-----
 (b) (3.10) (C)-----
1. discuss the terms “positive and negative values” which include the following:
 respect of one’s person and others, commitment to family, healthy life-style, service to others, self- discipline
 responsibility courage kindness, honesty, lying, stealing, cheating, and fighting. (H,Q,H,S,SS,LA)
 2. identify the importance of family values.
 3. describe ways people demonstrate positive values.

Simple steps of decision making.

- (b) (3.9) (A) (B) (C)----
1. discuss the 6 steps of the decision making process. (H,HQ,S,LA,M)
 - a. identify the problem or situation.
 - b. think of all the possible actions you could take
 - c. gather information.
 - d. consider the possible consequences.
 - e. make a choice
 - f. take action

Senses give us information about what we like and don’t like.

- (b) (3.4) (C)-----
 (b) (3.4) (C)-----
1. identify what is learned through the senses. (S,SS,H,HQ,LA)
 2. explore learner likes and dislikes about what they learn through the senses.

Identify touches.

- (b) (3.2) (B) (3.9) (E) (3.11) (E)
 (b) (3.2) (B) (3.9) (E) (3.11) (E)
1. know the difference between appropriate and inappropriate touches and requests. (SS,S,H,HQ, LA)
 2. identify and demonstrate ways to say “no” to appropriate and inappropriate requests and touches. (SS,S,H,HQ,LA)

TEKS

Developing a community help system.

- (b) (3.11) (D)-----
 1. list people who he/she can talk to when necessary. (SS,S, H,HQ, LA)

Every person has qualities which make him/her unique

- (b) (3.10) (C)-----
 1. discuss the individual differences that make each person unique. (S,H,HQ,LA)
 2. list at least one quality that makes you unique. (S,H,HQ, LA)

Your body is your own and we each have a need for privacy.

- (b) (3.10) (C)-----
 1. talk about needs for privacy. (H,HQ,S,LA)
 2. introduce the concept of puberty in males and females. (H,HQ,S,LA)
 3. discuss the need to respect changes in others. (H,HQ)
- (b) (3.4) (A)-----
- (b) (3.10) (A)-----

Hygiene.

- (b) (3.1) (A) (B) (F)-----
 1. identify daily grooming habits that enhance health and personal appearance. (H,HQ, S)
 2. identify strategies for maintaining personal hygiene. (during puberty)\
- (b) (3.4) (A) (C) -----

Expressing emotions appropriately.

- (b) (3.10) (C)-----
 1. identify types of emotions (TA,HQ,H)
 2. identify healthy emotions. (TA,HQ,H)
- (b) (3.10) (C)-----

Interpersonal relationships.

- (b) (3.9) (C) (3.10) (A)--
 1. identify positive traits he/she likes in others. (SS,S,H,HQ,LA)
 2. explore how one's personal traits influence one's behavior toward others. (SS,S,H,HQ)
- (b) (3.9) (C) (3.10) (A) (B)

Inherited traits.

1. identify in self, shared by other family member (S,H,HQ,LA)
2. recognize family traits. (S,H,HQ,LA)

Decision making skills/personal values.

(b) (4.10) (C)-----

1. discuss the term “values” which include the following:
respect on one’s person and others, commitment to family, healthy life-style, service to others, self-discipline, responsibility, courage, kindness, and honesty. (HQ,H,S,LA)
2. recognize the influence of peers/others on the decision making process.
3. develop an awareness of our personal rights and responsibilities.
4. apply the decision making process to realistic situations.

(b) (4.8) (A) (4.11) (D)--

(b) (4.11) (C) (E)-----

(b) (4.11) (A) (B) (C) (D) (E)

Positive self esteem.

(b) (4.10) (C)-----

(b) (4.10) (C)-----

(b) (4.10) (C)-----

(b) (4.10) (B)-----

1. describe self and others in positive terms. (H,HQ,SS,LA)
2. write a paragraph about self. (LA,HQ,H,S,)
3. identify ways to promote positive perception of self. (H,HQ,LA,SS)
4. compare/contrast ways people demonstrate negative self-esteem.

Expressing feelings appropriately.

(b) (4.10) (B)-----

1. differentiate between appropriate and inappropriate ways of expressing emotions. (H,HQ,LA)

Choosing and evaluating friendships.

(b) (4.9) (A)-----

(b) (4.9) (A)-----

1. interview another person. (H,HQ,LA)
2. discuss the difficulty in meeting new people and starting a friendship. (SS,S, H,HQ,LA)

There are responsibilities of membership in a community.

(b) (4.6) (A)-----

1. identify benefits of belonging to community organizations. (SS,LA,H,HQ)

Peer influence.

(b)(4.8) (A) (B) (4.9) (F)

(b) (4.9) (G)-----

1. demonstrate communication with peers. (H,HQ,LA,SS)
2. list how peers might try to keep a person from associating with other people because of their appearance, social backgrounds, of belief. (H,HQ,SS,LA)

Personal hygiene.

(b) (4.1) (D) (4.1) (F)-----

(b) (4.3) (A) (B)-----

1. employ healthy grooming habits. (H,HQ,S, LA)
2. formulate questions about personal health and development he/she would want to ask a health care professionals. (H,HQ,S,LA)

TEKS

- (b) (4.2) (B)-----
- (b) (4.2) (A)-----

Puberty/male and female physical changes.

1. identify structure, function, and care of the male/female reproductive system.
2. discuss and identify physical, emotional and social change in male/female during puberty.

Communicable and non-communicable diseases.

- (b) (4.5) (D)-----
- (b) (4.5) (D)-----
- (b) (4.5) (C)-----
- (b) (4.5) (C)-----

1. differentiate between communicable and non-communicable diseases. (S,H,HQ,LA)
2. identify communicable and non-communicable diseases, their causes and symptoms. (H,HQ,S)
3. discuss ways in which prevention and transmission of disease are affected by individual behavior. (H,HQ,S,LA)
4. recognize that abstaining from unhealthy behavior is the only 100% way to prevent transmission of STI's.

Gender role expectations.

1. discuss gender role stereotyping.

- Birth order-sibling relationships.
- (b) (5.8) (A)-----
 (b) (5.8) (A)-----
1. describe advantages and disadvantages of a person’s birth order. (H)
 2. explore families of varying sizes. (H)
- Decisions making skills/personal values
- (b) (5.6) (D)-----
1. discuss the term “values” which include the following:
 respect of one’s person and others, commitment to family, healthy life-style, service to others, self-discipline, responsibility, courage, kindness, honesty, (HQ,H,S,LA,SS)
 2. recognize the influence of peers/others, on the decision making process
 3. develop an awareness of our personal rights and responsibilities.
 4. apply the decision making process to realistic situations.
- (b) (5.9) (B)-----
 (b) (5.9) (C)-----
 (b) (5.9) (A) (B) (C) (D) (F)
- Positive self-esteem.
- (b) (5.6) (C)-----
 (b) (5.6) (D)-----
1. describe self traits the learner is proud of . (H,HQ,S,LA,SS)
 2. recognize and comment upon positive traits of group members. (H,HQ,S,LA,SS)
- Peer pressure.
- (b) (5.6) (F)-----
 (b) (5.6) (F)-----
 (b) (5.6) (A)-----
1. follow rules despite what others are doing. (SS,H,HQ,LA)
 2. discuss the effect group pressure may have on how we act. (H,HQ,LA,TA)
 3. discuss ways people show respect and disrespect for their bodies and the bodies of others. (H,HQ, S)
- Media messages.
- (b) (5.7) (A) (B)-----
1. analyze a media messages commenting on product, the promises, portrayal of males and females and other major features. (H,HQ,S,SS,LA,M)
- Personal/interpersonal skills.
- (b) (5.9) (A)-----
 (b) (5.9) (B) (C)-----
1. describe health-related situations that require parent/adult assistance such as a discussion o health-related consequences of high-risk health behaviors and going to a doctor;
 2. assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving;
- Showing respect for responsible behavior of others.
- (b) (5.5) (H) (5.6) (D)
1. demonstrate and role play ways of showing respect for the responsible behavior of family and other people. (H,HQ,SS,LA)

TEKS

- (b) (5.6) (A) (B) (C) (D)
- (b) (5.6) (A)-----

Males and females have comparable abilities and can do most of the same things.

1. define and identify stereotype and describe how it affects our acceptance of one another.
2. discuss myths of stereotyping. (H,HQ,S,LA,SS)

- (b) (5.2) (A)-----
- (b) (5.2) (B)-----
- (b) (5.2) (B)-----

Puberty/male and female physical changes.

1. identify structure, function, and care of the male/female reproductive system.
2. discuss physical, emotional, and social change during puberty. (S,H,HQ,LA,SS)
3. describe the fertilization process. (S,H,HQ, LA,M)

- (b) (5.4) (C) (D)-----
- (b) (5.4) (D)-----

STI's and how they are transmitted/prevented (abstinence).

1. identify communicable and non communicable diseases, their causes, symptoms, prevention & treatment.
2. recognize that abstaining from sexual intercourse is the best way to prevent the transmission of sexually transmitted infections. (H,HQ,S,SS,M)

Family traditions.

- (b) (6.9) (A)-----
 (b) (6.9) (A)-----
1. identify various family traditions. (SS,H,HQ,LA)
 2. research and discuss traditions of another family. (SS,H,HQ,LA)

Health of family is dependent upon its members.

- (b) (6.10) (A) (G)-----
 (b) (6.10) (A)-----
1. describe how family members are affected when one person is disabled, ill or under stress. (H,HQ,S,LA)
 2. list ways a family can help or get help from others. (H,HQ,M,LA)

Decision making skills/personal values.

- (b) (6.10) (A) (B) (C) (D)-
 (E) (F) (G)-----
1. discuss the term “values” which include the following:
 respect on one’s person and others, commitment to family, healthy life-style, service to others, self-discipline, responsibility, courage, kindness, honesty. (HQ,H,SS, LA)
 2. recognize the influence of peers/others on the decision making process. (HQ)
 3. develop an awareness of our personal rights and responsibilities. (HQ)
 4. apply the decision making process to realistic situations. (HQ)
- (b) (6.11) (C)-----
 (b) (6.11) (A)-----
 (b) (6.11) (A) (B) (C) (D)-
 (E) (F) (G)-----

Believe in yourself.

- (b) (6.10)-----
 (b) (6.10)-----
1. describe self-traits the learner is proud. (H,HQ,LA)
 2. recognize and comment upon positive traits of group members. (H,HQ,LA)

Relationships with peers.

- (b) (6.7) (B)-----
 (b) (6.7) (C)-----
 (b) (6.7) (B)-----
1. discuss how to be a friend. (HQ)
 2. discuss values related to how to treat a friend. (HQ)
 3. assess a problem situation and suggest possible alternatives. (HQ)

Peer pressure.

- (b) (6.7) (B)-----
 (B) (6.7) (C)-----
1. recognize when peers pressure the individual in positive and negative ways. (SS,H,HQ, LA)
 2. demonstrate and role play how to say no without losing his/her friends and know its ok if you do lose your friend. (SS,H,HQ,TA)

Respect the right to hold different political and religious beliefs.

1. discuss concepts of tolerance and respect for different political and religious beliefs.
2. describe behaviors that illustrate different beliefs. (SS,H,HQ,TA)

People influence our decision making.

- (b) (6.11) (C)-----
 (b) (6.11) (A)-----
1. examine how other people may influence personal decisions. (H,HQ,SS)
 2. discuss the importance of those who influence your personal decision. (H,HQ,SS)

TEKS

Differentiate between short term and long term consequence of choices.

- (b) (6.11) (E)-----
 1. examine examples of short and long term goals. (SS,H,HQ)
- (b) (6.11) (D)-----
 2. identify emotional, social, and economic consequences of your individual choices. (H,HQ,SS,M)

Functions & care of the reproductive system.

- (b) (6.2) (B) (D)-----
 1. explain how to care for his/her body. (H,HQ,)
- (b) (6.2) (B)-----
 2. relate care of the reproductive system to total care. (H,HQ,S)

Puberty/male-female emotional, social and physical changes.

- (b) (6.2) (D)-----
 1. identify structure, function, and care of the male/female reproductive system. (H,HQ,S)
- (b) (6.2) (B) (C)-----
 2. discuss physical, emotional and social change during puberty. (H,HQ,S)
- (b) (6.2) (B) (C) (D)
 3. describe the fertilization process. (S,H,HQ)
- (b) (6.5) (I)-----
 4. relate the consequences of sexual feelings and why they should be controlled. (H,HQ,S)

Achieving a healthy lifestyle.

- (b) (6.5) (I)-----
 1. recognize and stress abstinence as the only absolute form of avoiding pregnancy. (H,HQ,S)
- (b) (6.5) (D)-----
 2. list all methods of contraception. (H,HQ,S,LA)
- (b) (6.5) (D)-----
 3. discuss and clarify myths about contraception and failure rates. (H,HQ,S)
- (b) (6.11)-----
 4. discuss reasons to wait until marriage and identify emotional, social, and economic consequences of adolescent parenthood. (H,HQ,M)
- (b) (6.5) (D)-----
 5. explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in risky situations such as drinking and driving and Human Immunodeficiency Virus (HIV) /Sexually Transmitted infection (STI) transmission; (H,HQ,)

STI's and how they are transmitted/prevented (abstinence).

- (b) (6.3) (C)-----
 1. identify communicable and non-communicable diseases, their causes, symptoms, prevention and treatment. (H,HQ,S)
- (b) (6.5) (I)-----
 2. recognize and stress that abstaining from sexual relations is the only 100% way to prevent the transmission of sexually transmitted infections. (H,HQ, S)
- (b) (6.5) (D)-----
 3. know the difference between curable and non-curable STI's.

Recognize available health services.

- (b) (6.4) (A)-----
 1. list the types of health services available in the community. (S,H,HQ)
- (b) (6.4) (A) (B)-----
 2. discuss involving parents in a decision-making model to select health services, products, or practitioners that are needed by adolescents. (S,H,HQ)
- (b) (6.1) (A) (B) (C) (D)--
 3. identify anticipatory health needs that are recommended during adolescence such as immunizations, physical (E) (F) (G) (H)-----exams, and nutrition.

Families may change over time.

- (b) (9) (B)-----
 (b) (9) (B)-----
1. discuss how adolescence impacts the family. (H,HQ,S)
 2. discuss special expectations and responsibilities of the adolescent. (H,HQ,SS,S)

Decision making skills/personal values.

- (b) (11) (A) (B) (C)-----
 (D) (E) (F)-----
- (b) (12) (E)-----
- (b) (12) (E)-----
1. discuss the term “values” which include the following:
 respect of one’s person and others, commitment to family, healthy life-style, service to others, self-discipline, responsibility, courage, kindness, honesty. (HQ, H,S,SS)
 2. recognize the influence of peers/others on the decision making process.
 3. develop and awareness of our personal rights and responsibilities.
 4. apply the decision making process to realistic situations.

Parents and children may disagree on responsibilities, privileges, and consequences.

- (b) (10) (D)-----
 (b) (7) (A) (B)-----
1. discuss responsibilities and freedom granted to seventh and eighth graders. (H,HQ, S)
 2. discuss abusive/exploitative relationships as compared to healthy relationships and the consequences of each (H,HQ,S)
 3. discuss and identify community support services. (H,HQ,S)

Parent’s perspective on life.

- (b) (7) (A)-----
 (b) (7) (A) (B)-----
1. research historical events and discuss their impact on family life (SS)
 2. interview and aged family member (or community member) to assess changes in our own family (or community). (SS,H,HQ)

Caring for others is part of the responsibilities of mature family members.

- (b) (11) (B)-----
 (b) (11) (E)-----
1. describe responsibilities related to care of family members. (H,HQ,S)
 2. describe significant family roles/event that have changed his/her responsibilities. (H,HQ,SS)

Family members are affected by what family members do.

- (b) (11) (B)-----
 (b) (7) (A)-----
1. discuss his/her family’s reaction to a hypothetical situation. (H,HQ,S)
 2. describe an act (of the learner’s) that the family would be affected by. (H,HQ,S)

Characteristics of oneself.

- (b) (11) (C)-----
1. identify characteristics about which one is proud. (H,HQ,S)

Our self concept affects our behavior with others.

- (b) (2) (A) (C) (E) (11) (C)
 (b) (2) (A) (C) (E) (11) (C)
 (b) (2) (A) (C) (E) (11) (C)
1. identify differences in the development of adolescent males/females. (S,H,HQ,SS)
 2. discuss and emphasize respect for these differences. (H,HQ,S,SS)
 3. describe strategies to show respect for individual differences including age differences.

TEKS

Planning for the future helps people set goals.

- (b) (12) (F)-----
 1. develop short/long term goals that can be applied to planning for the future. (H,HQ,SS,LA)
- (b) (12) (F)-----
 2. discuss requirements for various careers. (SS,H,HQ,S)
- (b) (12) (E)-----
 3. discuss the consequences of becoming a teen parent and its effects on career goals. (SS,H,HQ,S)

Investigating career options expands possibilities for the future.

- (b) (12) (F) (G)-----
 1. design a plan to reach a stated goal. (SS,H,HQ,SS,LA)
- (b) (12) (F)-----
 2. investigate school experiences necessary to begin a job in a chosen field. (SS,H,HQ)

Boys and girls may have misconceptions about each other.

- (b) (10) (D)-----
 1. discuss myths and misconceptions of males/female relationships. (H,HQ,S)
- (b) (10) (D)-----
 2. identify misconception that create barriers to male/female friendships. (H,HQ,S,LA)

Using effective communication

- (b) (10)-----
 1. differentiate between passive, aggressive, and assertive responses. (H,HQ)

The importance and benefits of sexual abstinence in personal relationships.

- (b) (5) (E) (F)-----
 1. clarify personal and moral values about sexual activity within dating relationships and their consequences. (H,HQ,S)
- (b)(12) (E)-----
 2. discuss how alcohol and drugs can effect decisions about sexual activity. (SS,H,HQ)
- (b) (5) (F)-----
 3. discuss how emotions influence our decisions about sexual activity.
- (b) (4) (D) (5) (D) (E)
 4. discuss effects of sexual activity on male/female reputations.

- (b) (5) (D) (E) (F)-----
 1. discuss the benefits of postponing of early sexual involvement to allow for the development of healthy self-esteem for most adolescents and adults. (H,HQ,S)

- (b) (11) (B)-----
 2. identify concerns about possible pregnancy, paternity and STI's.

Taking care of one's body.

- (b) (2) (E) (3) (A)-----
 1. employ healthy personal hygiene habits. (H,HQ)
 2. formula questions about personal health and development he/she would want to ask a health care professional. (H,HQ,S)

Learning self examinations (breast & testicular)

- (b) (3) (A)-----
 1. explain how to self-examine appropriately. (H,HQ,S)
- (b) (3) (A)-----
 2. explain the purposes for doing the self-exams routinely. (H,HQ,S)

TEKS

- (b) (5) (F)-----
- (b) (5) (F)-----
- (b) (5) (F)-----
- (b) (5) (F)-----
- (b) (5) (F)-----
- Achieving a healthy lifestyle.
1. recognize and stress abstinence as the only absolute form of avoiding pregnancy.
 2. list all methods of contraception. (H,HQ, S,LA)
 3. discuss and clarify myths about contraception and failure rates. (H,HQ,S)
 4. discuss reasons to wait until marriage and identify emotional, social, and economic consequences of adolescent parenthood.
 5. explain the relationship between tobacco, alcohol, drugs, and other substances and the role these items play in risky situations such as drinking and driving and Human Immunodeficiency Virus (HIV) /Sexually Transmitted Infection (STI) transmission.
- STI's and how they are transmitted/prevented (abstinence).
1. identify communicable and non communicable diseases, their causes, symptoms, prevention, and treatment. (H,HQ,S)
 2. recognize and stress that abstaining form sexual relations is the only 100% way to prevent the transmission of sexually transmitted infections. (H,HQ,S,LM)
 3. know the difference between curable and non-curable STI's
- How pregnancy occurs.
1. describe how pregnancy occurs.
 2. state at least four common symptoms of early pregnancy. (S,H,HQ)
 3. list three fetal developmental events in each trimester. (S,H,HQ)
- Pregnancy and parenthood involve major life changes which affect both physical health and life-style.
1. recognize and stress the risks, physical and emotional, of teenage pregnancy. (H,HQ,S)
 2. discuss responsibilities, attitudes and feelings about parenthood. (H,HQ,S)
 3. identify health reasons resources which provide pregnancy care, and the importance of early prenatal care in the community. (H,HQ,S)
 4. identify community and family resources to aid regarding parenthood.
- (b) (3) (C)-----
- (b) (5) (F)-----
- (b) (3) D)-----
- (b) (2) (D)-----
- (b) (2) (D)-----
- (b) (2) (D)-----
- (b) (5) (F)-----
- (b) (5) (F)-----
- (b) (4) (C)-----
- (b) (4) (C)-----

Family dynamics change as all members mature and age.

- (b) (9) (A)-----
 (b) (9) (A) (B)-----
1. interview adults with families of various ages. (H,HQ,S,LA)
 2. relate commitment of parents to the social, economic, moral and educational needs of their children. (H,HQ,LA,S)

Some family roles change over time and some are maintained.

- (b) (9) (A)-----
 (b) (9) (B)-----
1. discuss parent-child relationships which enable adolescents to understand their own childhood experiences, to cope with their present situations and to consist their future roles as adults. (H,HQ,S)
 2. cite examples of how the present day family fulfills its role in society and how these roles are filled in their family. (H,HQ,LA)

Decision making skills/personal values.

- (b) (15) (A) (B) (C)-----
 (b) (9) (A)-----
 (b) (15) (A) (B)-----
1. discuss the term “values” which include the following:
 respect of one’s person and others, commitment to family, healthy life-style, service to others, self-discipline, responsibility, courage, kindness, honesty, fidelity and morality.
 2. identify important sources of positive values.
 3. describe ways people demonstrate positive values. (H,HQ,S)

Parents and teens may agree and disagree on responsibilities, privileges, and consequences.

- (b) (9) (A) (B)-----
 (b) (15) (C)-----
 (b) (12) (B)-----
1. discuss responsibilities and privileges granted to high school students. (H,HQ,S)
 2. discuss abusive/exploitative relationships and consequences as compared to healthy relationship. (H,HQ,S,SS)
 3. discuss community resources and support services. (H,HQ,S,LA,M)

Understanding the parent perspective.

- (b) (9) (A)-----
 (b) (9) (A)-----
1. investigate historical and familial events and discuss their impact on family life. (SS,HQ,S,SS)
 2. interview an aged family member (or community member) to assess changes in our own family (or community). (H,HQ,SS)

Caring for others is part of the responsibilities of mature family members.

- (b) (9) (B)-----
 (b) (9) (B)-----
1. describe responsibilities related to care of family members. (H,HQ,S)
 2. describe significant family events that change family responsibilities. (H,HQ,S)

Family members are affected by what other family members do.

- (b) (13) (F)-----
 (b) (13) (F)-----
1. investigated his/her family’s reaction to hypothetical situation. (H,HQ)
 2. describe an act (of the learner’s) that the family would be affected by (H,HQ,SS)

Self confidence.

- (c) (14) (B)-----
 (c) (14) (A)-----
 (c) (14) (C)-----
1. learn how experience help develop self confidence. (H,HQ)
 2. identify genuine and sincere actions expressing appreciation for others. (H,HQ)
 3. explore ways to build self confidence. (H,HQ)

TEKS

- (c) (13) (A) (14) (D)-----
(c) (14) (C)-----
- Our self concept affects our behavior with others.
1. identify differences in the development of adolescent males/females. (H,HQ,S)
 2. discuss and emphasize respect for these differences. (H,HQ,S,SS)
- Planning for the future helps people set goals.
1. develop short and long term goals that can be applied to planning for the future. (H,HQ,S,SS,M,LA)
 2. describe requirements for various personal career choices. (H,HQ,M,LA,S,SS)
 3. discuss the consequences of becoming a parent and its effect o career goals. (H,HQ,S,SS)
- (b) (1) (A)-----
(b) (1) (A)-----
(c) (3) (A)-----
- Investigating career options expands possibilities for the future.
1. design a plan to reach a stated goal. (H,HQ,S,SS,LA)
 2. investigate school experiences necessary to begin a job in a chosen field. (H,HQ,S,M,LA)
- (b) (1) (A)-----
(b) (14) (B)-----
- Differentiate between short term and long term consequences of teen parenting.
1. examine example of short and long term goal. (H,HQ, SS)
 2. identify emotional social, and economic consequences of being a teen parent. (H,HQ)
- (b) (1) (A)-----
(b) (14) (E) (3) (D)-----
- Males and females may have misconception about each other.
1. identify misconceptions that may create communication barriers to male/female friendships. (H,HQ,LA)
 2. define and discuss male/female relationships. (H,HQ,LA,S)
- (c) (6) (A)-----
(b) (8) (A)-----
- Using effective communication.
1. differentiate between passive, aggressive, and assertive responses and behavior.
 2. role play active/passive listening.
- (c) (6) (A) (b) (16) (C)
(b) (14) (B)-----
- Taking care of one’s body.
1. employ healthy personal habits. (H,HQ,S)
 2. formulate questions about personal health and development he/she would want to ask a health care professional.
- (b) (1) (A) (C) (1) (A)-----
(b) (17) (A) (b) (8) (B)-----
- Learning self examinations (breast & testicular).
1. explain how to self-examine appropriately. (H,HQ,S)
 2. explain the purpose for doing the self-exams routinely. (H,HQ,S)
- (c) (1) (A)-----
(b) (6) (B) (c) (1) (A)-----
- Sexual activity of any kind should never be forced an anyone.
1. recognize what constitutes and how to avoid sexual abuse and date rape. (H,HQ,S,LM)
 2. identify resources to access and provide support (H,HQ,S,LM)
 3. discuss criminal aspects of abuse and date rape.
- (c) (13) (C) (b) (14) (B)-
(b) (13) (C)-----
(b) (14) (B)-----

TEKS

- (c) (15) (A) (16) (A)-----
(b) (7) (B) (c) (17) (F)-----
- (b) (5) (c) (7) (H) (I)-----
(C) (3) (E)
(b) (7) (K) (c) (3)-----
(E) (13) (D)
(b) (7) (L) (c) (10) (A)-----
- (c) (13) (D)-----
(b) (7) (I)-----
(b) (7) (I)-----
- (b) (3) (A)-----
(b) (3) (A)-----
(b) (3) (D)-----
- (b) (7) (K) (H)-----
(b) (13) (C) (E) (7) (H)
- (b) (13) (C) (D) (E)-----
(b) (13) (C)-----
(b) (8) (B)-----
(b) (9) (B)-----
- The importance and benefits of sexual abstinence in personal relationships.
1. apply decision making processes. (H,HQ,LM)
 2. discuss how alcohol and drugs can affect decisions about sexual activity.
1. discuss postponement of premarital sexual involvement and identify concerns about pregnancy, paternity, sexually transmitted infections. (H,HQ,LM,S)
2. discuss postponement of premarital sexual involvement to allow for the development of healthy self-esteem for adolescents and adults. (H,HQ,S,LM)
3. discuss healthy alternative activities to premarital sex. (H,HQ,S,LM)
- Avoiding Pregnancy.
1. recognize and stress abstinence as the best and only absolute form of avoiding pregnancy. (H,HQ,S,LM)
 2. recognize the differences between prescriptive and non-prescriptive contraceptives.
 3. discuss and clarify the myths about contraception. (H,HQ,S,LM)
- How pregnancy occurs.
1. describe how pregnancy occurs. (H,HW,S,LALM)
 2. state at least four common symptoms of early pregnancy. (H,HQ,S,M)
 3. list fetal developmental events in each trimester. (H,HQ,M,SLA)
- Emotional consequences of unplanned pregnancy for both sexes.
1. discuss the emotional consequences that can accompany an unplanned pregnancy for both sexes. (H,HQ,S,LM)
 2. identify ways to counter pressure from peers to become sexually active. (H,HQ,S)
- Pregnancy and parenthood involve major life changes which affect both physical health and life-style.
1. recognize the risks, physical and emotional, of teenage pregnancy and sexual activities. (H,HQ,S,L,M)
 2. discuss responsibilities, attitudes and feelings about parenthood. (H,HQ,S,LM)
 3. identify health resources providing pregnancy care in the community. (H,HQ,S)
 4. identify community & family resources to aid regarding parenthood.

TEKS

- (b) (13) (C) (D)-----
- The decision to become a parent requires an understanding of tasks and skills necessary for parenthood.
1. discuss ethical and moral values and affect of social attitudes on one's assumptions about parenthood on one's life goals. (H,HQ,S,LM)

- (b) (2) (A) (D)-----
- (b) (7) (L)-----
- (b) (7) (I)-----
- STI's and how they are transmitted/prevented (abstinence).
1. identify communicable and non-communicable diseases, their causes, symptoms, prevention and treatment. (H,HQ,S)
 2. recognize and stress that abstaining from sexual relations is the only 100% way to prevent the transmission of sexually transmitted infections. (H,HQ, S,LM)
 3. know the difference between curable and non-curable STI's