

Brownsville Independent School District Curriculum Framework



6th & 8th Grade Health Education Quest

Department of Curriculum & Instruction

2003-2004
2004-2005

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**Acknowledgement
Curriculum Framework**

The Brownsville Independent School District gratefully acknowledges the contributions given by the 2003-2004 Health Education Quest teachers who participated in the development of this Health Education Quest curriculum framework.

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Brownsville Independent School District Philosophy

The philosophy of the Brownsville Independent School District includes the complete development of its students by providing a well balanced learning program that will help individuals to reach satisfying goals, to find their place in society, to contribute to their culture within the community, and to understand their rights, privileges and responsibilities as members of a democratic nation.

The schools present a well-rounded program of education adapted to the needs, ambitions, and abilities of each student, as well as to the needs of a bicultural school community. Each administrator and each teacher helps students to develop their own unique personality, at the same time developing an appreciation of their responsibilities to themselves, their fellow citizens, their community and their country.

The schools, in cooperation with the home, the church, and social agencies, will strive to produce individuals who are physically, mentally and emotionally capable of fulfilling their responsibilities as good citizens.

The teachers are recognized as the foundation of the educational system. The teacher takes into consideration the individual qualities, personalities, desires and aspirations of the students in their charge.

The schools will work towards the promotion of school pride. This centralizing factor unites the student body, instills spirit in the individual through group effort and reinforces the positive points of the school environment.

Mission Statement

The mission of the Brownsville Independent School District, an international community respected for its rich cultural heritage, is to produce responsible, well-rounded graduates

Who: -have the ability to pursue a post-secondary education; and
 -posses a capability for independent learning and thinking with a competitive edge in a multicultural, multilingual world

By: -identifying and maximizing physical, financial, and human resources; and
 -unifying community and school commitment to excellence in education and equal educational opportunity

Brownsville Independent School District Belief Statements

- Excellence is our common goal.
- Parental responsibility is an integral factor in student success.
- Beliefs in self is fundamental to success.
- Everyone deserves respect as a human being.
- Perseverance and hard work are essential for success.
- Change creates opportunities for growth.
- Truthfulness is important for effective communication.
- Public schools are an extension of the community.
- Sensitivity is essential for understanding the needs of others.
- Great achievements follow high expectations.
- Cooperation is necessary to get things done.
- Active listening is essential for effective communication.
- Successful students are active participants in the learning process.

Goal Statements

- Goal #1** That the budget be reflective of state, district, and campus goals.
- Goal #2** That a well-balanced and appropriate curriculum be provided to all students so that students will achieve their full educational potential.
- Goal #3** That parents become full partners in the education of their children.
- Goal #4** That BISD support and provide facilities which enhance the quality of educational programs of the district and are utilized to their maximum potential.
- Goal #5** That the Board of Trustees continue to work with itself, the administration, and with the community for the betterment of the district.

**Brownsville Independent School District
Department of Curriculum and Instruction**

Philosophy: There is comprehensive curriculum which provides quality instruction and education for all learners and is aligned with campus, district, state, and national goals.

Vision Statement:

To implement coordination and promote quality communication within the Department of Curriculum and Instruction of the Brownsville Independent School District.

IN A WAY THAT:

provides for the individual diverse needs of our multicultural students;

expect that all students be given equal educational opportunity;

supplements and **supports** the instructional program through allocation of personnel, materials, resources, and professional development opportunities based on student and teacher needs;

delivers and **facilitates** a unified, coordinated service to campus personnel;

involves the community in the education of the child; and

exemplifies collegially, leadership, and cooperation among departments

SO THAT: students, teachers, and the BISD educational community are enriched, supported and empowered in their efforts to achieve educational and academic excellence.

Philosophy For Health Education/Quest

BISD, through Health Education and Quest, seeks to motivate students to build healthy lifestyles for today and for the future. Healthy students are able to function at their optimum level; thus Health Education and Quest, enhances the total curriculum.

By acquiring the knowledge, attitudes, and skills necessary to lead a healthful life, students will learn to take responsibility for their own health.

Introduction

Texas Legislature requires that all Texas school districts develop, implement, and evaluate a comprehensive educational program aimed at student mastery of the Texas Essential Knowledge and Skills as defined in Chapter 75.

The purpose of this secondary health education curriculum framework is to key learning objectives to the Texas Essential Knowledge and Skills, provide a suggested sequence of objectives, and to align the tested TAKS objectives to the Texas Essential Knowledge and Skills.

In addition, this document includes objectives to be taught in each course. These objectives are intended to ensure consistency in instruction throughout the district. It should further serve to avoid over emphasis in one area while neglecting another, and thus, focus on student needs.

Adaptations for special populations will be made as needed but the basic curriculum is the same for all students.

This developmentally sequenced secondary health education curriculum framework is designed to correlate the Texas Essential Knowledge and Skills, TAKS Reading, Writing and Math objectives with Health Education/Quest objectives.

District Curriculum Framework

This curriculum framework is primarily a working document that gives both structure and direction to the educational program. The philosophy of the grade level course is consistent with the stated philosophy of the campus and the school district. This curriculum framework prescribes what is to be taught in a given subject or area of study. It broadly defines the educational program in terms of philosophy, goals, and objectives. As a legal document, it is an official statement of the curriculum and a teacher's guide to instruction.

Program Goals

To develop an understanding of personal health practices.

To develop an understanding of growth and development.

To develop an understanding of nutrition.

To develop an understanding of building self-discipline, responsibility and self-confidence.

To develop an understanding of communicating effectively and cooperating with others.

To develop an understanding of managing attitudes and emotions.

To develop an understanding of strengthening positive relationships with family and peers.

To develop an understanding of mental health and appropriate coping devices.

To develop an understanding and practice steps to use in solving problems and making healthy decisions/thinking critically.

To develop an understanding of the body systems and how they interrelate.

To develop an understanding of disease prevention, control and health assessment.

To develop an understanding of drugs, alcohol, and tobacco.

To develop an understanding and identify steps for resisting negative peer pressure and sex as well as drug use.

To develop an understanding of safety and first aid.

To develop an understanding of setting goals and following through.

To develop an understanding of providing service to others.

To develop an understanding of community and consumer health.

TERMINAL PERFORMANCE OBJECTIVES FOR HEALTH EDUCATION/QUEST AND FAMILY LIFE HUMAN SEXUALITY

The learner will develop an understanding of concepts and skills that foster personal health and safety.

The learner will develop an understanding of concepts and skills that involve interaction between individuals.

The learner will develop an understanding of concepts and skills that affect people collectively.

Recommendations

This curriculum framework was developed with the intention of aligning the instructional objectives of BISD with the tested objectives of BISD and the State of Texas. In order to facilitate this alignment the following recommendations are being made:

1. The teacher needs to follow the curriculum framework to provide consistency of instruction in the district and to ensure that all Texas Essential Knowledge and Skills and TAAS objectives are taught for each grade level of course.
2. The teacher should utilize effective teaching strategies.
3. The teacher should integrate reading, writing, and math into the Health Education/Quest and Family Life Human Sexuality frameworks.
4. The teacher should utilize the curriculum framework as the basis for weekly lesson planning, co-planning within and across grade levels.
5. The teacher should supplement and enrich the curriculum framework with other materials.
6. The teacher should integrate the Health Education/Quest and Family Life Human Sexuality framework with other curriculum areas.
7. Special program personnel and regular instructional personnel should work together for the effective delivery of instruction to students comprising "special populations."
8. The teacher should provide an ongoing feedback regarding this curriculum framework to the Curriculum Instruction Department.
9. The teacher should follow scope and sequence in order to provide continuity within the district's Health Education/Quest and Family Life Human Sexuality programs.
10. The recommended resource for Quest is only available to Quest trained/certified teachers.

DEFINITION OF TERMS

Philosophy

Broad general principles of education.

Mission

A statement expressing the specific purpose and function of the district. A mission statement provides the focus for instruction.

Curriculum

A plan incorporating a structured series of intended learning outcomes and associated learning experiences—generally organized as a related combination of series of courses.

Program Goals

Broad statements which define the desired results of instruction in a specific subject area. The program goal statements are generalized to include the subject area's values, content, and practices.

Curriculum Framework

The curriculum framework is the official statement of what shall be taught in the classrooms of the school district. It tells school personnel clearly and concisely what is to be taught in a given subject area and grade. This document gives structure and direction to the educational program. It includes a philosophy, instruction, goals, concepts and skills for each grade level and the sequence in which concepts are introduced and reinforced.

Scope and Sequence

Objectives placed in a sequenced manner that reflect a hierarchy of skill and concept development.

Enabling Objective

The objective that specified the teaching activity used to meet the broader terminal performance objective. The enabling objective specifies that action which must be performed to demonstrate that a student has reached the desired level of achievement. The enabling objective is grade level and/or subject specific.

Terminal Performance Objective

Broad based objective which identifies intended outcome of instruction. The terminal performance objective serves as a transitional element between the broad program goal and the specific enabling objective. A terminal performance objective determines the desired result of teaching, whereas, the enabling objective presents the means through which learning is accomplished.

Implementation of Texas Essential Knowledge and Skills for Health Education

115.22 Health Education Grade 6

- (1) In **Health Education**, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they would and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.
- (2) In **Middle School**, students learn about behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact not only their health and the health of their families, but the health of their communities as well. Middle School students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

115.23 Health Education, Grade 8

- (2) In **Middle School**, students learn about behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact not only their health and the health of their families, but of their communities as well. Middle School students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

Health Education and Quest Education Resources

Health Education Resources	Quest Education Resources
Glencoe Health	Glencoe Health
Ancillaries	Ancillaries
American Heart Saver	American Heart Saver
American Cancer Society	American Cancer Society
Nutrition Resources	Nurtrition Resources
Gangs and Consequences	Gangs and Consequences
PaPa Curriculum	Skills for Living-Skills for Adolescence
Aim for Success	Aim for Success
Miracle of Life	Miracle of Life
A Million Teenagers	A Million Teenagers
Myths Methods	Myths Methods
Diabetes Association	Diabetes Association
Drug & Violence Education	Drug & Violence Education

Health Education Quest
Simplified Scope & Sequence
Correlation of TAKS & TEKS
Grade 6

**Health Education Quest
Simplified Scope & Sequence
Correlation of TAKS & TEKS
Grade 6**

Unit	Title	TAKS		TEKS	TIMELINE
Unit 1	Entering the Teen Years	Reading Obj.1 6.9 BD 6.10 FG Obj.2 6.12 G Obj.3 6.10 EI 6.12 AC Obj.4 6.10 HJ 6.11 CD 6.12 I	Math -0-	6.2 AD 6.6 A 6.7 ABCE 6.10 A-G, 6.11 A-C	5 days
Unit 2	Building Self-Confidence Communication Skills	Obj.1 6.8 B 6.9 BD 6.10 FG Obj.2 6.12 G Obj.3 6.10 EI 6.12 AC Obj.4 6.10 HJ 6.11 CD 6.12 I	-0-	6.6 A 6.7 AB 6.10 AB 6.11 ACDE	10 days
Unit 3	Managing Emotions In Positive Ways	Obj.1 6.8 B 6.9 BD 6.10 FG Obj.2 6.12 G Obj.3 6.10 EI 6.12 AC Obj.4 6.10 AJ 6.11 CD 6.12 I	-0-	6.6 AB 6.10 A-G	3 days
Unit 4	Improving Peer Relationships	Obj.1 6.8 B 6.9 BD 6.10 FG Obj.2 6.12G Obj.3 6.10 EI 6.12 AC Obj.4 6.10 HJ 6.11 CD 6.12 I	-0-	6.7 ABC 6.11 B	3 days
Unit 5	Strengthening Family Relationships	Obj.1 6.8 B 6.9 BD 6.10 FG Obj.2 6.12 G Obj.3 6.10 EI 6.12 AC Obj.4 6.10 HJ 6.11 CD 6.12 I	-0-	6.7 B 6.9 AB 6.10 AD	5 days
Unit 6	Making Healthy Choices	Obj.1 6.1 BD 6.10 FG Obj.2 6.12 G Obj.3 6.10 EI 6.12 AC Obj.4 6.10 HI 6.11 CD 6.12 I	-0-	6.2 AB 6.4 AB 6.5 A-H 6.6 B 6.7 ABD 6.8 A 6.11 BE	8 days
Unit 7	Setting Goals For Healthy Living	Obj.1 6.9 BD 6.10 FG Obj.2 6.12 G Obj.3 6.10 EI 6.12 AC Obj.4 6.10 HJ 6.11 CD 6.12 I	-0-	6.2 AB 6.5 CD 6.11 ABE	3 days

These topics will be included from the Health for Life textbook and Teen Aid

Chapter	Title	TAKS		TEKS	TIMELINE
Health For Life Chapter 3	Choosing Foods For Good Health	Reading Obj.1 6.9 BD 6.10 FG Obj.2 6.12 G Obj.3 6.10 EI 6.12 AC Obj.4 6.10 HJ 6.11 CD 6.12 I	Math Obj.1 6.2 ABCD Obj.2 6.3 ABC 6.5 A Obj.4 6.8 ABD Obj.5 6.9 AB 6.10 ABCD Obj.6 6.11 ABC 6.12 A	6.1 ABC	10 days
Health For Life Chapter 8	Daily Care For Good Health	Obj.1 6.9 BD 6.10 FG Obj.2 6.12 G Obj.3 6.10 EI 6.12 AC Obj.4 6.10 HJ 6.11 CD 6.12 I	-0-	6.1 DF	5 days
Health For Life Chapter 9	Your Decisions As A Health Consumer	Obj.1 6.8 B 6.9 BD 6.10 FG Obj.1 6.9 BD 6.10 FG Obj.2 6.12 G Obj.3 6.10 EI 6.12 AC Obj.4 6.10 HJ 6.11 CD 6.12 I	Obj.1 6.1 BC 6.2 ABCD Obj.2 6.3 ABC 6.4 AB 6.5 A Obj.4 6.8 ABCD Obj.5 6.9 B 6.10 CD Obj.6 6.11 ABC 6.13 B	6.1 EGH	5 days
TEEN AID	Family Life Human Sexuality Objectives	Obj.1 6.9 BD 6.10 FG Obj.2 6.12 G Obj.3 6.10 EI 6.12 AC Obj.4 6.10 HJ 6.11 CD 6.12 I	-0-	6.2 A-D 6.5 I 6.8 B	10 days
Health For Life Chapter 7	Fighting Against Disease	Obj.1 6.9 BD 6.10 FG Obj.2 6.12 G Obj.3 6.10 EI 6.12 AC Obj.4 6.10 AJ 6.11 CD 6.12 I	-0-	6.3 ABC 6.8 B	7 days
Health For Life Chapter 5	Safety & First Aid	Obj.1 6.9 BD 6.10 FG Obj.2 6.12G Obj.3 6.10 EI 6.12 AC Obj.4 6.10 HJ 6.11 CD 6.12 I	-0-	6.5 FG	5 days
DAVE Curriculum	Gangs & Weapons		-0-	6.7 ABC	5 days

12

Total

84 days

**Health Education Quest
Scope & Sequence**

**Correlation of TEKS
&
Learning Objectives**

Curriculum Framework

Grade 6

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 1	6.10 A 9 A 6.6 A 6.7 B 6.10 AB 6.6 A	<p style="text-align: center;">ENTERING THE TEEN YEARS</p> <p>The students is expected to:</p> <ul style="list-style-type: none"> • describe topics covered in the course • identify members by name • state some interests of classmates • describe the behaviors required for a safe, caring, and respectful classroom. • identify classroom behaviors to start doing, and stop doing, and continue doing. • help generate classroom agreements for a safe, caring and respectful classroom 			
1 day		6.6 A 6.7 C 6.6 A 6.10 B 6.10 A 6.10 A	<ul style="list-style-type: none"> • describe difference between statements and actions that tear people down and those that build people up. • explain the effects of put-downs and build-ups on the classroom atmosphere • practice using build-ups and eliminating put-downs • identify some unique characteristics of class members • recognize some characteristics classmates share 			
1 day		6.2 A-D 6.11 A 6.2 A-D	<ul style="list-style-type: none"> • decorate his or her journal cover with items that share personal history, characteristics, and interests • identify similarities class members share with other young adolescents • identify some of the normal physical, intellectual, social, and emotional changes of early adolescence as described in the article • explain the main message of the article • identify questions and concerns students might have about the early teen years 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 1	6.7 A-E	<p style="text-align: center;">ENTERING THE TEEN YEARS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify important sources of positive values • be introduced to the nine positive values that form the basis of Skills for Adolescence • describe ways people demonstrate these positive values 			
1 day		6.7 E	<ul style="list-style-type: none"> • talk with adults and high school students about issues and concerns of adolescence 			
1 day	Unit 2	6.6 A 6.7 AB	<ul style="list-style-type: none"> • compare and contrast others' early adolescent experiences with personal expectations of adolescence • identify the characteristics of effective goals • describe the process of setting goals • use the process for setting and planning a personal goal for the course <p style="text-align: center;">BUILDING SELF-CONFIDENCE & COMMUNICATION SKILLS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • define self-confidence 			
1 day		6.6 A 6.7 AB 6.6 A 6.7 AB 6.7 AB 6.6 A 6.7 AB	<ul style="list-style-type: none"> • describe three components of self-confidence • identify some of his or her skills and abilities • identify several successes in his or her life • have an opportunity to share his or her successes with the class • explain why recognizing successes can strengthen self-confidence 			
		6.10 AB	<ul style="list-style-type: none"> • compare listening and not listening behaviors • identify verbal and nonverbal ways people demonstrate they are not listening 			
		6.10 AB	<ul style="list-style-type: none"> • explain how listening and not listening can affect others' self-confidence and interfere with communication 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 2	6.10 A 6.10 AB 6.10 AB 6.10 AB 6.10 A	<p style="text-align: center;">BUILDING SELF-CONFIDENCE & COMMUNICATION SKILLS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify and give examples of three key elements of effective listening • practice applying effective listening skills in the class room and at home • evaluate the benefits of effective listening for the speaker and the listener • identify reason for treating others in respectful ways • distinguish between “clear” and “cloudy” statement of appreciation • acknowledge qualities, abilities, interests, or actions of classmates 			
1 day	TEEN AID 3-29 Unit 2	6.9 A 6.10 ABFG 6.10 A 6.10 B 6.11 AE 6.11 E 6.11 E	<p style="text-align: center;">BELEIVE IN YOURSELF</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • describe self-traits the learner is proud • recognize and comment upon positive traits of group members • identify concepts from the unit that are included in the article • describe ways that helping others builds our own self-confidence • compare behaviors that are responsible and irresponsible • identify influences that shape responsible behavior • analyze the consequences of responsible and irresponsible behavior for the individual and others, including family, school, and community. 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	TEEN AID 3-25	6.10 A-G 6.11 A-D	<p style="text-align: center;">DECISION MAKING SKILLS/PERSONAL VALUES The student is expected to:</p> <ul style="list-style-type: none"> • discuss the term “values” which include the following: respect on one’s person and others, commitment to family, helathy life-style, service to others, self-discipline, responsiblity, courage, kindness, honesty • recognize the influence of peers/others on the decision making process • develop an awareness of our personal rights and responsibilities 			
1 day	89-102 155-172 155-172	6.11 A-E 6.7 DE 6.11 A	<ul style="list-style-type: none"> • apply the decision making process to realistic situations • explain why decision-making is an important skill • explain why young people need guidance from responsible adults in the decisions thay make • describe and practice the steps in making positive decisions. 			
1 day	155-186 Unit 2	6.11 A-G 6.11 C 6.11 D	<p style="text-align: center;">PEOPLE INFLUENCE OUR DECISION MAKING The student is expected:</p> <ul style="list-style-type: none"> • examine how other people may influence personal decisions • discuss the importance of those who influence your personal decision 			
1 day	TEEN AID 89-101 155-172 308-311 73,155-172	6.11 C 6.11 A				

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	TEEN AID 14-18 121-129 161-162,172	6.11 A E 6.11 D	<p style="text-align: center;">DIFFERENTIATE BETWEEN SHORT AND LONG TERM CONSEQUENCES</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • examine examples of short and long term goals • identify emotional, social, and economic consequences of your individual choices 			
1 day	Unit 2	6.6 A 6.6 A 6.6 A	<p style="text-align: center;">SERVICE LEARNING</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • name reasons why service-learning is important • identify important needs in the school or community that the class can address • begin to identify school or community service learning projects that can help meet these needs. • select one important need in the school or community that the class can address • choose a short-term service-learning project that meets this need • describe the reciprocal nature of service. • help define the purpose and plan for a short-term project <p style="text-align: center;">Accept a committee assignment for the project</p>			
1 day		6.11 E	<ul style="list-style-type: none"> • review and reflect upon what has occurred and what has been learned • identify the skills used to complete the project • demonstrate what has been achieved through the process of service-learning • acknowledge and celebrate everyone's contribution 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 3	6.6 A	<p style="text-align: center;">MANAGING EMOTIONS IN POSITIVE WAYS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • define emotion • identify a range of emotions in various categories • explain why experiencing a range of emotions is normal • recognize that certain emotions can be triggered by external events • describe various emotions different people might experience in response to the same event • identify ways emotions are affected by external influences • describe how external events can influence self-confidence • describe how thoughts affect behavior 			
1 day		6.6 A	<ul style="list-style-type: none"> • recognize how emotions change • identify ways of influencing our thoughts in a positive direction 			
		6.6 A	<ul style="list-style-type: none"> • practice making positive responses to difficult and challenging experiences • identify actions that serve as “anger buttons” for himself/herself 			
		6.10 C	<ul style="list-style-type: none"> • identify physical signals of anger • learn how to calm down • learn how to apply the pits-to-peaks approach in responding appropriately to strong emotions 			
1 day		6.10 A 6.10 B-G	<ul style="list-style-type: none"> • explain why it is important to tell others how we feel • practice using “What, Why and How” messages to communicate strong emotions such as anger or frustration in a positive, appropriate way • learn about occasional and chronic stress • learn ways to manage stress effectively 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 3		<p style="text-align: center;">MANAGING EMOTIONS IN POSITIVE WAYS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • review all the skills and information in Unit 3 • practice using decision-making steps in situations that involve strong emotions • review the short-term project completed after Unit 2 • help select a new project to carry out • develop plans, timelines, and responsibilities for the project 			
	Unit 4	6.7 A 6.7 A 6.7 A 6.7 A	<p style="text-align: center;">IMPROVING PEER RELATIONSHIPS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify the characteristics of an admirable friend • identify qualities he or she brings to a friendship • share qualities he or she brings to a friendship • understand how being in a clique can affect making new friends • describe and practice ways to make new friends 			
	TEEN AID 89-101 301-320	6.7 B 6.7 C	<p style="text-align: center;">PEER PRESSURE</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • recognize when peers pressure the individual in positive and negative ways • demonstrate and role play how to say no without losing his/her friends and know it's okay if you do lose your friends 			
	TEEN AID 117-133 122-125 160,165-168	6.7 AB 6.7 C 6.7 B	<p style="text-align: center;">RELATIONSHIPS WITH PEERS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • discuss how to be a friend • discuss values related to how to treat a friend • assess a problem situation and suggest possible alternatives 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day		6.7 A 6.7 A 6.7 AB 6.7 AB	<p style="text-align: center;">RELATIONSHIPS WITH PEERS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • define <i>inimidation</i> and <i>bullying</i> and identify these behaviors • discuss possible motivations behind intimidation and bullying • identify different ways of responding to intimidation • analyze reasons why people become friends • recognize relationships that are based on mutual respect • identify ways to improve or change peer relationships • define <i>inside</i> messages and give examples • identify situations that may involve internal or “inside” pressure • learn and practice ways to resist overwhelming inside pressure 			
1 day	TEEN AID 79-88	6.10 A 6.7 A	<p style="text-align: center;">RESPECT THE RIGHT TO HOLD DIFFERENT POLITICAL AND RELIGIOUS BELIEFS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • discuss concepts of tolerance and respect for different political and religious beliefs • describe behaviors that illustrate different beliefs 			
	Unit 4	6.11 B 6.11 B 6.11 B 6.11 B 6.7 C	<p style="text-align: center;">IMPROVING PEER RELATIONSHIPS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • describe three steps for indentifying and standing up to negative peer pressure • explain how and when the steps might be hlepful • practice using the steps • identify concepts from the unit that are included in the article • explain the importance of knowing how to form and strengthen constructive and positive friendships • explain why conflicts are inevitable in friendships • describe the steps in the SOLVED approach • practice using the SOLVED approach to resolve a conflict 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 5	6.7 B 6.9 A 6.9 A	<p style="text-align: center;">IMPROVING PEER RELATIONSHIPS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • continue completing responsibilities for the project • demonstrate the cooperation and commitment necessary to complete a service-learning project <p style="text-align: center;">STRENGTHENING FAMILY RELATIONSHIPS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • define family • identify the needs met by families and by family members • recognize the diversity of family patterns <p style="text-align: center;">FAMILY TRADITIONS</p> <p>The student is expected to:</p>			
1 day	TEEN AID 93-114	6.9 A 6.10 AEFG	<ul style="list-style-type: none"> • identify various family traditions • research and discuss traditions of another family <p style="text-align: center;">HEALTH OF FAMILY IS DEPENDENT UPON ITS MEMBERS</p> <p>The student is expected to:</p>			
	TEEN AID 103-109 112 137-152 155-173	6.10 AEFG 6.9 A	<ul style="list-style-type: none"> • describe how family members are affected when one person is disabled, ill, or under stress • list ways a family can help or get help from others • compare and contrast families today with families several generations ago • review all the skills and information in Unit 3 • practice using decision-making steps in situation that involve strong emotions 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks

Health Education/Quest Scope and Sequence Correlation of TEKS and Learning Objectives Grade 6

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 6	6.5	<p style="text-align: center;">MAKING HEALTHY CHOICES</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • name important goals for adolescence and adulthood • consider possible obstacles to reaching these goals 			
1 day		6.5 C-E	<ul style="list-style-type: none"> • discuss the relationship between obstacles and drug use 			
1 day		6.5 D-E	<ul style="list-style-type: none"> • identify the negative and positive influences on young people their age • explain the difference between inside and outside pressures • determine influences that affect his or her choices and actions 			
1 day		6.5 C	<ul style="list-style-type: none"> • estimate adolescent attitudes and use of tobacco, and marijuana and compare these estimates with actual data • recognize that most adolescents do not use tobacco or approve of it's use 			
		6.5 D	<ul style="list-style-type: none"> • examine the tobacco addiction process • explain how tobacco use can affect important aspects of a young person's life 			
		6.5 D	<ul style="list-style-type: none"> • explain why male and female adolescents may use or not use tobacco • identify the reasons and misperceptions that support tobacco use 			
		6.5 EH	<ul style="list-style-type: none"> • present positive, tobacco-free ways to meet needs and goals 			
		6.5 C	<ul style="list-style-type: none"> • identify different types of drinking behaviors 			
		6.5 D	<ul style="list-style-type: none"> • describe the effects of alcohol abuse on family members and positive approach a young person can take 			
		6.5 EH	<ul style="list-style-type: none"> • correct common misperception about drinking • recognize that most teenagers do not drink • examine the reasons why some young people drink and the misperceptions behind these reasons 			

Health Education/Quest Scope and Sequence Correlation of TEKS and Learning Objectives Grade 6

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 6	6.5 CD	<p style="text-align: center;">MAKING HEALTHY CHOICES</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • describe ways that alcohol can affect a young person’s life 			
1 day		6.5 EH	<ul style="list-style-type: none"> • consider risks and positive options in common situations involving alcohol • explain the purpose of advertising • identify common tobacco and alcohol advertising techniques 			
1 day		6.5 EH	<ul style="list-style-type: none"> • rewrite tobacco and alcohol ads to make them more accurate and realistic 			
1 day		6.5 C	<ul style="list-style-type: none"> • describe ways that drugs such as marijuana can invite trouble 			
1 day		6.5 D	<ul style="list-style-type: none"> • consider reasons and situations that promote marijuana use 			
1 day		6.5 D	<ul style="list-style-type: none"> • demonstrate how to persuade a friend not to use marijuana 			
1 day		6.5 B	<ul style="list-style-type: none"> • identify reasons and situations that promote use of the drug 			
1 day		6.5 C	<ul style="list-style-type: none"> • describe the harm of using this drug 			
1 day		6.5 E	<ul style="list-style-type: none"> • consider positive options for handling pressure to use the drug 			
1 day		6.5 C	<ul style="list-style-type: none"> • identify the problems that can result from first-time or occasional drug use 			
1 day		6.5 D	<ul style="list-style-type: none"> • suggest situations in which there is pressure to use drugs • differentiate between inside and outside pressure to use drugs 			
1 day		6.5 EH	<ul style="list-style-type: none"> • learn assertive, effective ways to handle pressure to use drugs 			
1 day		6.5 EH	<ul style="list-style-type: none"> • describe assertive approaches to communicating • practice using verbal and nonverbal assertiveness skills to resist drug use 			
1 day		6.5 EH	<ul style="list-style-type: none"> • demonstrate responding assertively to pressure to use drugs 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 6		<p style="text-align: center;">MAKING HEALTHY CHOICES</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify symptoms and causes of stress • practice techniques for relaxing and managing stress • identify trusted adults who can help with problems • reflect on positive activities he or she has done • consider the benefits of participating in positive activities • contribute to a classroom resource of positive activities for young people 			
1 day		6.5 E	<ul style="list-style-type: none"> • prepare a presentation about the importance of making healthy choices and not using tobacco, alcohol, marijuana, or other drugs 			
1 day	Unit 7	6.5 EH	<ul style="list-style-type: none"> • present something he or she has learned about the importance choices and avoiding harmful drugs • write a positive message to future classes about a way he or she will help support a healthy, drug-free lifestyle • complete project responsibilities • begin evaluating the service-learning project <p style="text-align: center;">SETTING GOALS FOR HEALTHY LIVING</p> <p>The student is expected to:</p>			
		6.11 A	<ul style="list-style-type: none"> • define purpose, goals, and goal setting • explain how having a purpose helps us make wise choices and set effective goals • identify ways that setting goals can help someone be succesful and productive 			
		6.11 E	<ul style="list-style-type: none"> • distinguish between short-term and long-term goals 			
		6.11 A	<ul style="list-style-type: none"> • identify the characteristics of positive role models • explain the relationship between what people achieve and their charactertistics • describe different ways that people define and achieve success 			
		6.11 A	<ul style="list-style-type: none"> • identify positive choices, values, and goals that have led people to become successful 			
		6.11 E	<ul style="list-style-type: none"> • name characteristics to personal goals • explain why ownership of goals is important 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 7	6.11 E 6.11 E 6.11 A-E 6.11 A-E	<p style="text-align: center;">SETTING GOALS FOR HEALTHY LIVING</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • practice setting short-term and long term goals • practice setting personal short-term and long-term goals • explain how to apply the pits-to-peaks approach to the disappointments involved in working toward goals • practice applying the approach to challenging situations • identify concepts from the unit that are included in the article • explain how setting and achieving goals can help us succeed in life • identify concepts from the unit that are included in the article • explain how setting and achieving goals can help us succeed in life • outline goals he or she hopes to reach during the next twenty years • write a biography describing how he or she reached those goals • share his or her biography with classmates • reflect upon the accomplishments, design, or organization, and lessons learned through participation in the service-learning project • plan a way to demonstrate what has been accomplished and learned • plan a celebration of the project 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 7		<p style="text-align: center;">SUMMING UP DEVELOPING YOUR POTENTIAL</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify specific skills knowledge, and a positive attitude he or she has gained during this course • describe how gaining skills, knowledge, and a positive attitude builds self-confidence and strengthens relationships with others • acknowledge ways he or she has contributed to the group experience during this course • compliments classmates on their contributions • help to acknowledge and celebrate the contributions of everyone involved with the service-learning project • summarize what he or she has learned from the course • apply some of the skills learned 			
3 days	Chapter 3	6.1 ABD	<p style="text-align: center;">CHOOSING FOODS FOR GOOD HEALTH</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • state that food provides nutrients, list the six kinds of nutrients and explain how getting the proper amount of each nutrient helps the body to function well 		-	
3 days		6.1 AB	<ul style="list-style-type: none"> • describe what a healthy diet should include, and identify the basic food groups 			
4 days		6.1 AB	<ul style="list-style-type: none"> • list four ways of processing food; explain how each method affects the quality of food and how a person can choose foods processed the healthiest ways 		-	
		6.1 A	<ul style="list-style-type: none"> • state that a wise food consumer reads and compares food labels, and explain what important information is on food labels • tell how to make wise food choices when away from home 		-	

Health Education/Quest Scope and Sequence Correlation of TEKS and Learning Objectives Grade 6

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
3 days	Chapter 8	6.1 CDF	<p style="text-align: center;">DAILY CARE FOR GOOD HEALTH The student is expected to:</p> <ul style="list-style-type: none"> • explain why good posture is important for good health and how posture can be improved • describe aspects of correct dental care, including proper diet, and regular dental check-ups • describe symptoms of vision and hearing problems <p>2 days</p> <ul style="list-style-type: none"> • explain the importance of washing regularly, in relation to skin and hair care • explain the importance of sleep, rest, and recreation for maintaining good health and relieving fatigue <p style="text-align: center;">YOUR DECISION AS A HEALTH CONSUMER The student is expected to:</p> <p>3 days</p> <ul style="list-style-type: none"> • list guidelines that can help people become wise consumers of health products • list several methods that advertise use to promote the sale and use of products, and explain what to keep in mind when evaluation and before selecting a health product <p>1 day</p> <ul style="list-style-type: none"> • explain why comparing unit process, reading labels, and being aware of fads are important considerations for health consumer <p>1 day</p> <ul style="list-style-type: none"> • state the responsibilities consumers have in getting the most out of their health checkups, and describe what takes place during a health check-up 			
				6.1 CD		
		6.1 CD				
		6.1 C				■
		6.1 CF				
		6.1 E 6.8 A				■
	Chapter 9	6.1 E 6.8 AB				
		6.1 EG 6.4 AB			■	
		6.1 G			■	

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
3 days	TEEN AID 23-34 39-52 39-40	6.2 BCD 6.2 BC	<p style="text-align: center;">PUBERTY/MALE-FEMALE EMOTIONAL SOCIAL, AND PHYSICAL CHANGES</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify structure, function, and care of the male/female reproductive system • discuss physical, emotional and social change during puberty • describe the fertilization process • relate the consequences of sexual feeling and why they should be controlled 			
	35,39-40 62,63 126-129	6.2 BCD 6.5 I	<p style="text-align: center;">FUNCTIONS AND CARE OF THE REPRODUCTIVE SYSTEM</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • explain how to care for his/her body • relate care of the reproductive system to total care 			
1 day	TEEN AID 41-42 55-70 23-34	6.2 ABCD 6.2 BD	<p style="text-align: center;">ACHEIVING A HEALTHY LIFE-STYLE</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • recognize and stress abstinence as the only absolute form avoiding pregnancy • list all methods of contraception • discuss and clarify myths about contraception and failure rates • discuss reasons to wait until marriage and identify emotional, social, and economic consequences of adolescent pregnancy 			
2 days	TEEN AID 59-63 210-217 323-342 62-64 210-217	6.5 DI 6.2 BCD 6.7 DE 6.5 D 6.2 BCD 6.5 D	<ul style="list-style-type: none"> • 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) transmissions 			
	63,219-221 271-297	6.11 D				
1 day	TEEN AID 239-260 350-352 370-382	6.5 D				

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
2 days	TEEN AID 199-210 213-236 62-63 210,229 230,314 327-329 219-230,236	6.3 ABC 6.5 I 6.5 D 6.3 ABC	<p style="text-align: center;">STIs AND HOW THEY ARE TRANSMITTED/PREVENTED (ABSTINENCE)</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify communicable and non-communicable diseases, their causes, symptoms and treatment • recognize and stress that abstaining from sexual relations is the only 100% way to prevent the transmission of sexually transmitted infections • know the difference between curable and non-curable STIs <p style="text-align: center;">RECOGNIZE AVAILABLE HEALTH SERVICES</p> <p>The student is expected to:</p>			■
1 day	TEEN AID 91-99 393-406	6.4 AB 6.7 E 6.8 AB 6.11A 6.4 AB 6.1 A-H	<ul style="list-style-type: none"> • list the types of health services available in the community • discuss involving parents in a decision making model to select health services, products, or practitioners that are needed by adolescents • identify anticipatory health needs that are recommended during adolescence such as immunizations, physical exams, and nutrition <p style="text-align: center;">FIGHTING AGAINST DISEASE</p> <p>The student is expected to:</p>			■
2 days	Chapter 7	6.3 B 6.3 B	<ul style="list-style-type: none"> • describe some major kinds of disease germs that cause communicable diseases • describe the first, second, and third line defense against communicable disease 			■
2 days		6.3 A 6.11 B	<ul style="list-style-type: none"> • explain what occurs when a person becomes infected with the AIDS virus • describe the major causes, symptoms, and treatment of some of the common communicable diseases 			■

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 6**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
3 days	Chapter 7	6.3 C 6.2 A 6.3 C 6.5 D	<p style="text-align: center;">FIGHTING AGAINST DISEASE</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • explain the major causes and prevention of such non-communicable diseases as cardiovascular disease and cancer • describe how to care for the cardiovascular system • describe the symptoms and causes of several kinds of allergies • list health practices that help prevent and control disease 			■
3 days	Chapter 5	6.5 G	<p style="text-align: center;">SAFETY & FIRST AID</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • describe several ways to avoid unnecessary risks, thereby avoiding traffic and other accidents • describe safety precautions that could prevent falls, poisonings, electric shock, fires, and other potential accidents at home 			■
2 days		6.5 F	<ul style="list-style-type: none"> • list the kinds of telephone numbers and other items that help in preparing for an emergency and explain why each item is important • explain the general guidelines for administering first aid in case of choking, stopped breathing , burns, and shock 			■
5 days		6.5 H	<p style="text-align: center;">GANGS AND WEAPONS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • describe the dangers associated with a variety of weapons • explain the importance of complying with rules prohibiting possession of drugs and weapons 			■

Health Education Quest
Simplified Scope & Sequence
Correlation of TAKS & TEKS

Grade 8

**Health Education/Quest
Simplified Scope & Sequence
Correlation of TAKS & TEKS
Grade 8**

Unit.	Title	TAKS		TEKS	TIMELINE
Unit 1	Entering the Teen Years	Reading Obj.1 8.6 B 8.9 BD 8.10 FG Obj.2 8.12 G Obj.3 8.10 HJ 8.12 AC Obj.4 8.10 HJ 8.11 CD 8.12 I	Math -0-	2 A-E 7A 9A 1 A-E 11 A-C	5 days
Unit 2	Building Self-Confidence Communication Skills	Obj.1 8.6 B 8.9 BD 8.10 FG Obj.2 8.12 G Obj.3 8.10 EI 8.12 AC Obj.4 8.10 HJ 8.11 CD 8.12 I	-0-	7 AB 10 ABC 11 D 12 A-D	10 days
Unit. 3	Managing Emotions In Positive Ways	Obj.1 8.6 B 8.9 BD 8.10 FG Obj.2 8.12 G Obj.3 8.10 EI 8.12 AC Obj.4 8.10 HJ 8.11 CD 8.12 I	-0-	11 DEF 10 AB	5 days
Unit 4	Improving Peer Relationships	Obj.1 8.6 B 8.9 BD 8.10 FG Obj.2 8.12 G Obj.3 8.10 EI 8.12 AC Obj.4 8.10 HJ 8.11 CD 8.12 I	-0-	5 K 6 A 7 AB 10 ABD 12B-E	5 days
Unit 5	Strengthening Family Relationships	Obj.1 8.6 B 8.9 BD 8.10 FG Obj.2 8.12 G Obj.3 8.10 EI 8.12 AC Obj.4 8.10 HJ 8.11 CD 8.12 I	-0-	7 AB 9AB	5 days
Unit 6	Making Health Choices	Obj.1 8.6 B 8.9 BD 6.10 FG Obj.2 8.12 G Obj.3 8.10 EI 8.12 AC Obj.4 8.10 HI 8.11 CD 8.12 I	Obj. 1 8.2 B Obj. 6 8.14 ABC	2 BE 4 ABC 5 H-K 8 AB 10 A 12 ABDFG	10 days
Unit 7	Setting Goals For Healthy Living	Obj.1 8.6 BD 8.9 BD 6.10 FG Obj.2 8.12 G Obj.3 8.10 EI 8.12 AC Obj.4 8.10 HJ 8.11 CD 8.12 I	-0-	5 H-K 12 FG	4 days

These topics will be included from the textbook, Teen Health and Teen Aid

Unit.	Title	TAKS		TEKS	TIMELINE
Teen Health Chapter 5	Meeting Your Nutritional Needs	Reading Obj.1 8.6 BD 8.9 BD 8.10 FG Obj.2 8.12 G Obj.3 8.10 EI 8.12 AC Obj.4 8.10 HJ 8.11 CD 8.12 I	Math Obj.1 8.1 AB 8.2 AB Obj.2 8.3 AB Obj. 5 8.13 A Obj.6 8.14 ABC	1 ABCD	10 days
TEEN AID	Family Life Human Sexuality	Obj.1 8.6 B 8.9 BD 6.10 FG Obj.2 8.12 G Obj.3 8.10 EI 8.12 AC Obj.4 8.10 HJ 8.11 CD 8.12 I	-0-	2 ABCDE 5 CDEF	10 days
Teen Health Chapters 11-12	Communicable & NonCommunicable Diseases	Obj.1 8.6 B 8.9 BD 8.10 FG Obj.2 8.12 G Obj.3 8.10 EI 8.12 AC Obj.4 8.10 HJ 8.11 CD 8.12 I	-0-	3 ABCD	7 days
Teen Health Chapter 13	Safety & Your Health	Obj.1 8.6 B 8.9 BD 8.10 FG Obj.2 8.12 G Obj.3 8.10 EI 8.12 AC Obj.4 8.10 HJ 8.11 CD 8.12 I	-0-	5 AG	5 days
Teen Health Chapter 15	The Environment & Your Health	Obj.1 8.6 B 8.9 BD 8.10 FG Obj.2 8.12 G Obj.3 8.10 EI 8.12 AC Obj.4 8.10 AJ 8.11 CD 8.12 I	-0-	6 B	5 day
DAVE	Gang & Weapons	Obj.1 8.6 B 8.9 BD 8.10 FG Obj.2 8.12G Obj.3 8.10 EI 8.12 AC Obj.4 8.10 HJ 8.11 CD 8.12 I	-0-	6 BL	4 days

Total 85 days

Health Education Quest

Scope & Sequence

Correlation of TEKS

&

Learning Objectives

Curriculum Framework

Grade 8

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 1	9 A	<p style="text-align: center;">ENTERING THE TEEN YEARS</p> <p>The students is expected to:</p> <ul style="list-style-type: none"> • describe topics covered in the course • identify members by name • state some interests of classmates • describe the behaviors required for a safe, caring, and respectful classroom. • identify classroom behaviors to start doing, and stop doing, and continue doing. 			
1 day		11 C 10 A 11 C	<ul style="list-style-type: none"> • help generate classroom agreements for a safe, caring and respectful classroom • describe difference between statements and actions that tear people down and those that build people up. 			
1 day		10 A 11 B 10 B 11 BD 9 A 10 E 10 E 11 C 2 AE	<ul style="list-style-type: none"> • explain the effects of put-downs and build-ups on the classroom atmosphere • practice using build-ups and eliminating put-downs • identify some unique characteristics of class members • recognize some characteristics classmates share • decorate his or her journal cover with items that share personal history, characteristics, and interests • identify similarities class members share with other young adolescents • identify some of the normal physical, intellectual, social, and emotional changes of early adolescence as described in the article • explain the main message of the article 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 1	2 BCD 7 A	<p style="text-align: center;">ENTERING THE TEEN YEARS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify questions and concerns students might have about the early teen years • identify important sources of positive values • be introduced to the nine positive values that form the basis of Skills for Adolescence • describe ways people demonstrate these positive values 			
1 day		11 C 12 F	<ul style="list-style-type: none"> • talk with adults and high school students about issues and concerns of adolescence • compare and contrast others' early adolescent experiences with personal expectations of adolescence • identify the characteristics of effective goals • describe the process of setting goals • use the process for setting and planning a personal goal for the course 			
1 day	Unit 2	10 C	<p style="text-align: center;">BUILDING SELF-COFIDENCE & COMMUNICATHION SKILLS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • define self-confidence • describe three components of self-confidence • identify some of his or her skills and abilities 			
	TEEN AID 1-24 142-145	1 A 11 C	<p style="text-align: center;">CHARACTERISTICS OF ONESELF</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify characteristics about which one is proud 			

Health Education/Quest Scope and Sequence Correlation of TEKS and Learning Objectives Grade 8

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	TEEN AID 1-24 59-61,69 3-5 59-61,67	2 ACE 11 C	<p>OUR SELF CONCEPT AFFECTS OUR BEHAVIOR WITH OTHERS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify differences in the development of adolescent male/female • discuss and emphasize respect for these differences • describe strategies to show respect for individual differences including age differences • identify several successes in his or her life 			
1 day		2 ACE 11 C 2 ACE 11 C	<ul style="list-style-type: none"> • have an opportunity to share his or her successes with the class • explain why recognizing successes can strengthen self-confidence 			
		10 C 11 D	<ul style="list-style-type: none"> • compare listening and not listening behaviors • identify verbal and nonverbal ways people demonstrate they are not listening • explain how listening and not listening can affect others' self- confidence and interfere with communication 			
1 day	Unit 2	10 C 10 C 10 C	<p>BUILDING SELF-CONFIDENCE & COMMUNICATIONS SKILLS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify and give examples of three key elements of effective listening • practice applying effective listening skills in the classroom and at home • evaluate the benefits of effective listening for the speaker and the listener • identify reasons for treating others in respectful ways 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 2	10 B	<p style="text-align: center;">BUILDING SELF-CONFIDENCE & COMMUNICATIONS SKILLS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> distinguish between “clear” and “cloudy” statement of appreciation acknowledge qualities, abilities, interests, or actions of classmate 			
1 day	TEEN AID 9-11 105-114	10 BC 1 A 11 BEF	<p style="text-align: center;">USING EFFECTIVE COMMUNICATION</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> differentiate between passive, aggressive, and assertive responses identify concepts from the unit that are included in the article 			
1 day	TEEN AID 11,142-148 155-172	7 A 10 A 7 AB 12 E 11 B 12 E 12 E	<ul style="list-style-type: none"> describe ways that helping others builds our own self-confidence compare behaviors that are responsible and irresponsible identify influences that shape responsible behavior analyze the consequences of responsible and irresponsible behavior for the individual and others, including family, school, and community. <p style="text-align: center;">DECISION MAKING SKILLS/PERSONAL VALUES</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> discuss the term “values” which include the following respect of one’s person and others, commitment to family, health life-style, service to others, self-discipline, responsibility, courage, kindness, honesty recognize the influence of peers/others on the decision making process develop an awareness of our personal rights and responsibilities apply the decision making process to realistic situation 			

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Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 2	12 A 12 C 12D 12E	<p style="text-align: center;">DECISION MAKING SKILLS/PERSONAL VALUES</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • explain why decision-making is an important skill • explain why young people need guidance from responsible adults in the decisions they make • describe and practice the steps in making positive decisions. 			
1 day		12B	<p style="text-align: center;">SERVICE LEARNING</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • name reasons why service learning is important • identify important needs in the school or community that the class can address • begin to identify school or community service learning project that can help meet these needs. • select one important need in the school or community that the class can address • choose a short-term service-learning project that meets this need • describe the reciprocal nature of service • help define the purpose and plan for a short-term project 			
1 day			<p style="text-align: center;">Accept a commitment assignment for the project</p> <ul style="list-style-type: none"> • review and reflect upon what has occurred and what has been learned • identify the skills used to complete the project • demonstrate what has been achieved through the process of service-learning • acknowledge and celebrate everyone's contribution 			

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Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 3	11 F 11 D 11 D 11 F 11 D	<p style="text-align: center;">MANAGING EMOTIONS IN POSITIVE WAYS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • define emotion • identify a range of emotions in various categories • explain why experiencing a range of emotions is normal • recognize that certain emotions can be triggered by external events • describe various emotions different people might experience in response to the same event 			
1 day		11 F	<ul style="list-style-type: none"> • identify ways emotions are affected by external influences • describe how external events can influence self-confidence 			
1 day		11 DF 10 AB 10 AB	<ul style="list-style-type: none"> • describe how thoughts affect behavior • recognize how emotions change • identify ways of influencing our thoughts in a positive direction • practice making positive responses to difficult and challenging experiences 			
1 day		11 DE 11 D	<ul style="list-style-type: none"> • identify external actions that serve as “anger buttons” for himself/herself • identify physical signals of anger • learn how to calm down • learn how to apply the pits-to-peaks approach in responding appropriately to strong emotions 			
1 day		11 D 11 D	<ul style="list-style-type: none"> • explain why it is important to tell others how we feel • practice using “What, Why and How” messages to communicate strong emotions such as anger or frustration in a positive, appropriate way • learn about occasional and chronic stress • learn ways to manage stress effectively 			

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Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 3	11 D	<p style="text-align: center;">MANAGING EMOTIONS IN POSITIVE WAYS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • review all the skills and information in Unit 3 • practice using decision-making steps in situations that involve strong emotions • review the short-term project completed after Unit 2 • help select a new project to carry out. • develop plans, timelines, and responsibilities for the project 			
1 day	Unit 4	7 AB 7 AB 6 A 7 ABSK	<p style="text-align: center;">IMPROVING PEER RELATIONSHIPS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify the characteristics of an admirable friend • identify qualities he or she brings to a friendship • share qualities he or she brings to a friendship • understand how being in a clique can affect making new friends • describe and practice ways to make new friends 			
1 day			<ul style="list-style-type: none"> • define <i>intimidation</i> and <i>bullying</i> and identify these behaviors • discuss possible motivations behind intimidation and bullying • identify different ways of responding to intimidation • analyze reasons why people become friends • recognize relationships that are based on mutual respect 			
1 day		12 D 10 B 10 A 10 B	<ul style="list-style-type: none"> • identify ways to improve or change peer relationships • define <i>inside</i> messages and give examples • identify situations that may involve internal or “inside” pressure • learn and practice ways to resist overwhelming inside pressure 			

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Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 4	12 D	<p style="text-align: center;">IMPROVING PEER RELATIONSHIPS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • describe three steps for identifying and standing up to negative peer pressure • explain how and when the steps might be helpful • practice using the steps • identify concepts from the unit that are included in the article • explain the importance of knowing how to form and strengthen constructive and positive friendships 			
1 day		12 CE 12 B	<ul style="list-style-type: none"> • explain why conflicts are inevitable in friendships • describe the steps in the SOLVED approach • practice using the SOLVED approach to resolve a conflict • continue completing responsibilities for the project • demonstrate the cooperation and commitment necessary to complete a service-learning project 			
1 day	TEEN AID 121-129	2 ABC 7 A 10 D 12 A 10 D	<p style="text-align: center;">BOYS & GIRLS MAY HAVE MISCONCEPTIONS ABOUT EACH OTHER</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • discuss myths and misconception of male/female relationship • identify misconceptions that create barriers 			
1 day	Unit 5	7 B 9 B 7 B 9 B 7 B 9 B	<p style="text-align: center;">STRENGTHENING FAMILY RELATIONSHIPS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • define family • identify needs met by families and by family members • recognize the diversity of family patterns 			
	TEEN AID 95-134 59-65 97-110 41-47 59-65	9 AB 9 B	<p style="text-align: center;">FAMILIES MAY CHANGE OVER TIME</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • discuss how adolescence impact the family • discuss special expectations and responsibilities of the adolescent 			

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Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 5	9 A	<p style="text-align: center;">FAMILIES MAY CHANGE OVER TIME</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • compare and contrast families today with families several generations ago • review all the skills and information in Unit 3 • practice using decision-making steps in situations that involve strong emotions • recognize the strength and uniqueness of his or her own family 			
		9 B	<ul style="list-style-type: none"> • compare and contrast the characteristics, interests, and heritage of his or her family with those of other families 			
	TEEN AID 110-111 271-298 110-111 271-298	10 D	<p style="text-align: center;">PARENTS AND CHILDREN MAY DISAGREE ON RESPONSIBILITIES, PRIVILEGES, AND CONSEQUENCES</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • discuss responsibilities and freedoms granted to seventh and eighth graders 			
	110-111 271-298	10 D	<ul style="list-style-type: none"> • discuss abusive/exploitative relationships as compared to healthy relationships and the consequences of each 			
110-111 271-298	10 DE	<ul style="list-style-type: none"> • discuss and identify community support services 				
			<p style="text-align: center;">PARENT'S PERPECTIVE ON LIFE</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • research historical events and discuss their impact on family life • interiew an aged family member (or community member) to assess changes in our family (or community) 			

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Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	TEEN AID 62-63 106-111 62--63 106-111	11 B 11 B	<p style="text-align: center;">CARING FOR OTHERS IS PART OF THE RESPONSIBILITIES OF MATURE FAMILY MEMBERS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • describe responsibilities related to care of family members • describe significant family roles/events that have changed his/her responsibilities 			
1 day	TEEN AID 57-66 104-105 109-110 137-152 57-66 104-105,111	5 HI 11 B 5 HI	<p style="text-align: center;">FAMILY MEMBERS ARE AFFECTED BY WHAT FAMILY MEMBERS DO</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • discuss his/her family’s reaction to a hypothetical situation • describe an act (of the learner’s) that the family would be affected by • identify skills learned in this program that would be helpful at home and other places • work with a group to determine specific ways to use these skills outside school, especially at home • describe ways to use these skills at home 			
		7 AB 9 B	<ul style="list-style-type: none"> • work with a group to share specific ways to use a skill outside school, especially at home • answer factual and interpretive questions about the article • identify some common family problems and describe positive ways to resolve them • explain why conflict is inevitable in friendships • describe the steps in the SOLVED approach • practice using the SOLVED approach to resolve a conflict 			

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Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 5		<p style="text-align: center;">STRENGTHENING FAMILY RELATIONSHIPS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify activities families can enjoy together • help create a class booklet of family recipes and activities • continue completing responsibilities for the project • demonstrate the cooperation and commitment necessary to complete a service-learning project • continue carrying out responsibilities related to the project • demonstrate the cooperation and commitment necessary to complete a service-learning project 			
1 day	Unit 6	12 FG 12 F 5 HJK	<p style="text-align: center;">MAKING HEALTHY CHOICES</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • name important goals for adolescence and adulthood • consider possible obstacles to reaching these goals • discuss the relationship between obstacles and drug use • identify the negative and positive influences on young people their age 			
1 day		10 A 5 H	<ul style="list-style-type: none"> • explain the difference between inside and outside pressures • determine influences that affect his or her choices and actions • estimate adolescent attitudes and use of tobacco, and marijuana and compare these estimates with actual data • recognize that most adolescents do not use tobacco or approve of its use 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 6	5 H 5 H	<p style="text-align: center;">MAKING HEALTHY CHOICES</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • examine the tobacco addiction process • explain how tobacco use can affect important aspects of a young person’s life • explain why male and female adolescents may use or not use tobacco • identify the reasons and misperceptions that support tobacco use 			
1 day		5 J	<ul style="list-style-type: none"> • present positive, tobacco-free ways to meet needs and goals 			
1 day		5 H 5 J	<ul style="list-style-type: none"> • identify different types of drinking behaviors • describe the effects of alcohol abuse on family members and positive approach a young person can take • correct common misperception about drinking • recognize that most teenagers do not drink • examine the reasons why some young people drink and the misperceptions behind these reasons 			
1 day		8 B 8 B 8 AB	<ul style="list-style-type: none"> • describe ways that alcohol can affect a young person’s life • consider risks and positive options in common situations involving alcohol • explain the purpose of advertising • identify common tobacco and alcohol advertising techniques • rewrite tobacco and alcohol ads to make them more accurate and realistic 			
1 day		5 H 12 E	<ul style="list-style-type: none"> • describe ways that drugs such as marijuana can invite trouble • consider reasons and situations that promote marijuana use • demonstrate how to persuade a friend not to use marijuana 			

Health Education/Quest Scope and Sequence Correlation of TEKS and Learning Objectives Grade 8

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
			MAKING HEALTHY CHOICES			
			The student is expected to:			
1 day	Unit 6	5 J	<ul style="list-style-type: none"> • identify reasons and situations that promote use of the drug • describe the harm of using this drug • consider positive options for handling pressure to use the drug 			
		10 A	<ul style="list-style-type: none"> • identify the problems that can result from first-time or occasional drug use • suggest situations in which there is pressure to use drugs 			
		12 BD	<ul style="list-style-type: none"> • differentiate between inside and outside pressure to use drugs 			
1 day		12 BD	<ul style="list-style-type: none"> • learn assertive, effective ways to handle pressure to use drugs 			
		12 BD	<ul style="list-style-type: none"> • describe assertive approaches to communicating • practice using verbal and non-verbal assertiveness skills to resist drug use 			
		12 BD	<ul style="list-style-type: none"> • demonstrate reponding assertively to pressure to use drugs 			
		11 B	<ul style="list-style-type: none"> • identify symptoms and causes of stress • practice techniques for relaxing and managing stress • identify trusted adults who can help with problems 			
1 day			<ul style="list-style-type: none"> • reflect on positive activities he or she has done • consider the benefits of participating in positive activities • contribute to a classroom resource of positive activities for young people • prepare a presentation about the importance of making healthy choices and not using tobacco, alcohol, marijuana, or other drugs • practice giving the presentation to a classmate 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 6		<p style="text-align: center;">MAKING HEALTHY CHOICES</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • present something he or she has learned about the important choices and avoiding harmful drugs • write a positive message to future classes about a way he or she will help support a healthy, drug-free lifestyle • complete project responsibilities • begin evaluating the service-learning project 			
1 day	Unit 7	12 F	<p style="text-align: center;">SETTING GOALS FOR HEALTHY LIVING</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • define <i>purpose, goals, and goal setting</i> • explain how having a purpose helps us make wise choices and set effective goals 			
		12 F	<ul style="list-style-type: none"> • identify ways that setting goals can help someone be successful and productive 			
		12 F	<ul style="list-style-type: none"> • distinguish between short-term and long-term goals • identify the characteristics of positive role models • explain the relationship between what people achieve and their characteristics • describe different ways that people define and achieve success 			
		12 FG	<ul style="list-style-type: none"> • identify positive choices, values, and goals that have led people to become successful 			
	TEEN AID 3-29 121-129 159 3-29 62-63 275-276	12 FG	<p style="text-align: center;">PLANNING FOR THE FUTURE HELPS PEOPLE SET GOALS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • develop short/long term goals that can be applied to planning for the future 			
		12 FG	<ul style="list-style-type: none"> • discuss requirements for various careers 			
		12 E	<ul style="list-style-type: none"> • discuss the consequences of becoming a teen parent and its effects on career goals 			

**Health Education/Quest
Scope and Sequence
Correlation of TEKS and Learning Objectives
Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	Unit 7	12 F 12 F 12 F 12 F	<p style="text-align: center;">SETTING GOALS FOR HEALTHY LIVING</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • name characteristics to personal goals • explain why ownership of goals is important • practice setting short-term and long term goals • practice setting personal short-term and long-term goals • explain how to apply the pits-to-peaks approach to the disappointments involved in working toward goals • practice applying the approach to challenging situations • identify concepts from the unit that are included in the article • explain how setting and achieving goals can help us succeed in life 			
1 day	TEEN AID 3-29	12 FG 12 FG 12 F	<p style="text-align: center;">INVESTIGATING CAREER OPTIONS EXPANDS POSSIBILITIES FOR THE FUTURE</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • design a plan to reach a stated goal • investigate school experience necessary to begin a job in a chosen field • outline goals he or she hopes to reach during the next twenty years • write a biography describing how he or she reached those goals • share his or her biography with classmates • reflect upon the accomplishments, design, or organization, and lessons learned through participation in the service-learning project • plan a way to demonstrate what has been accomplished and learned • plan a celebration of the project 			

**Health Education/Quest
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Correlation of TEKS and Learning Objectives
Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day			<p style="text-align: center;">SUMMING UP</p> <p style="text-align: center;">DEVELOPING YOUR POTENTIAL</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify specific skills knowledge, and a positive attitudes he or she has gained during this course • describe how gaining skills, knowledge, and a positive attitude builds self-confidence and strengthens relationships with others • acknowledge ways he or she has contributed to the group experience during this course • compliments classmates on their contributions • help to acknowledge and celebrate the contributions of everyone involved with the service-learning project • summarize what he or she has learned from the course • apply some of the skills learned 		■	
5 days	Chapter 5	1 B	<p style="text-align: center;">MEETING YOUR NUTRITIONAL NEEDS</p> <p>The Student is expected to:</p> <ul style="list-style-type: none"> • describe the role of each type of nutrient • identify food sources for each type • explain the meaning of RDA • describe how to use the food groups to build a healthy diet • list some healthy snack foods 		■	
5 days		1 B 1 B	<ul style="list-style-type: none"> • explain the relationship of fiber, sugar, fat, cholesterol, and salt to overall health • identify the principles of healthy weight-loss and healthy weight-gain diets • describe key eating disorders and explain how to get help 		■	

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Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
2 days	TEEN AID 127-133 173-175 323-342 205-206 313, 327-329 63,160-171 338-339	5 DEF 3 D 4 D 12 EF 5 F 4 D 5 DE	<p style="text-align: center;">THE IMPORTANCE AND BENEFITS OF SEXUAL ABSTINENCE IN PERSONAL RELATIONSHIPS</p> <p>The Student is expected to:</p> <ul style="list-style-type: none"> • clarify personal and moral values about sexual activity within dating relationships and their consequences • discuss how alcohol and drugs can effect decisions about sexual activity • discuss how emotions influence our decisions about sexual activity • discuss effects of sexual activity on male/female reputations 		■	
1 day	TEEN AID 63,327-329 275-290	5 D E F 11 B	<ul style="list-style-type: none"> • discuss the benefits of postponing of early sexual involvement to allow for the development of healthy self-esteem for most adolescents and adults • identify concerns about possible pregnancy, paternity and STIs 		■	
1 day	TEEN AID 41-42 411-419	2 E 3A 2E 3A 4C	<p style="text-align: center;">TAKING CARE OF ONES BODY</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • employ healthy personal hygiene habits • formulate questions about personal health and development he/she would want to ask a health care professional 		■	
	TEEN AID 348-349	1 C 1 C	<p style="text-align: center;">LEARNING SELF EXAMINATIONS (BREASTS AND TESTICLES)</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • explain how to self-examine appropriately • explain the purposes for doing the self-exams routinely 			

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Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
1 day	TEEN AID 216-217 219-221 327-339 62-63	5 DF 5 F 5 F	<p style="text-align: center;">ACHEIVING A HEALTHY LIFE-STYLE</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • recognize and stress abstinence as the only absolute form avoiding pregnancy • list all methods of contraception • discuss and clarify myths about contraception and failure rates 			
1 day	TEEN AID 62-63 129-146 187-202 239-260	5 E 5 H	<ul style="list-style-type: none"> • discuss reasons to wait until marriage and identify emotional, social, and economic consequences of adolescent parenthood • 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) transmissions 			
1 day	TEEN AID 62-63 115-128 129-146 115-128 129-146	3 C 5 C	<p style="text-align: center;">STIs AND HOW THEY ARE TRANSMITTED/PREVENTED (ABSTINENCE)</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify communicable and non-communicable diseases, their causes, symptoms and treatment • recognize and stress that abstaining from sexual relations in the only 100% way to prevent the transmission of sexually transmitted infections • know the difference between curable and non-curable STIs 			
1 day	TEEN AID 19,59-66 73-92 19,79-86 47-56 63,73-92	1 D 2 D 1 D 1 D 2 D	<p style="text-align: center;">HOW PREGNANCY OCCURS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • describe how pregnancy occurs • state at least four common symptoms of early pregnancy • list three fetal developmental events in each trimester 			

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Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
2 days	TEEN AID 147-168 271-290 62-63 103-110 42-425 281-284	2 DE 12 C 5 EF 11 B 5 D 4 BC 4 A 7 A 9 AB	<p style="text-align: center;">PREGNANCY AND PARENTHOOD INVOLVE MAJOR LIFE CHANGES WHICH AFFECT BOTH PHYSICAL HEALTH AND LIFE-STYLE</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • recognize and stress the risks, physical and emotional, of teenage pregnancy • discuss responsibilities, attitudes, and feeling about parenthood • identify health resources which provide pregnancy care, and the importance of early prenatal care in the community • identify community and family resources to aid regarding parenthood 			■
1 day	Chapter 11-12	3A 3B 3C 3D	<p style="text-align: center;">COMMUNICABLE DISEASES</p> <p>The student is expected to :</p> <ul style="list-style-type: none"> • explain what causes communicable disease and how to prevent getting them • describe the working of the immune system • identify some common communicable diseases 			■
2 days		3D	<ul style="list-style-type: none"> • identify the best way to prevent infection from sexually transmitted diseases, including, AIDS • describe what public health officials and the health care system do to control the spread of sexually transmitted diseases, including AIDS 			■
2 days		3B 3B	<p style="text-align: center;">NON COMMUNICABLE DISEASE</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • define non-communicable disease and give examples and tell how lifestyles lead to some • describe the two main types of heart disease and name steps that help to prevent them 			■

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Grade 8**

Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
2 days	Chapter 12	3ABC 3ABC 3ABC	<p style="text-align: center;">NON COMMUNICABLE DISEASE</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • define types of cancer • describe what people can do to reduce the risk of cancer • identify two main types of diabetes and describe treatment for them • identify the two main types of arthritis and describe treatment for them 			■
2 days	Chapter 13	5A 5B 5G 5G 5G 5G	<p style="text-align: center;">SAFETY AND YOUR HEALTH</p> <ul style="list-style-type: none"> • explain how to break the accident chain • describe ways of preventing how accidents • explain how to act safely on the road and when outdoors • describe the basics of first aid and summarize how to react in common emergencies • explain how to save a choking victim • describe when CPR may be needed 			■
3 days	Chapter 14	4 AB 4 C 8 B 8 AB 8AB 8 AB 8 AB	<p style="text-align: center;">CONSUMER AND PUBLIC HEALTH</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • identify the benefits of being a wise consumer • identify the rights of consumers • explain how to comparison shop • identify what influences their consumer choices • describe the dangers of fake health products • explain how to solve a consumer problem • describe the agencies that help protect consumers and promote public health • explain how to choose health services 			■

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Days	Unit	TEKS	INSTRUCTIONAL OBJECTIVES	1st Six Weeks	2nd Six Weeks	3rd Six Weeks
2 days	Chapter 15	6 AB 6 AB 6 AB	<p style="text-align: center;">ENVIRONMENT AND YOUR HEALTH</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • state the causes of different of kinds of pollution • explain the importance of clean air and water • explain the importance of clean air and ways of disposing of waste 			■
3 days		6 AB 6 AB 6 AB	<ul style="list-style-type: none"> • describe what can be done to protect the environment • describe ways to conserve energy • describe several dangerous weather conditions • explain how to be safe in dangerous weather 			■
4 days	DAVE Curriculum	5 B	<p style="text-align: center;">GANGS AND WEAPONS</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • describe the dangers associated with a variety of weapons • explain the importance of complying with rules prohibiting possession of drugs and weapons 			■

APPENDIX

Texas

Essential Knowledge

And Skills

Grades 6th - 8th

Chapter 115. Texas Essential Knowledge and Skills for Health Education

Subchapter B. Middle School

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.

§115.21. Implementation of Texas Essential Knowledge and Skills for Health Education, Middle School.

The provisions of this subchapter shall supersede §75.29(g) and §75.45 of this title (relating to Health Education) beginning September 1, 1998.

Source: The provisions of this §115.21 adopted to be effective September 1, 1998, 22 TexReg 7740.

§115.22. Health Education, Grade 6.

(a) Introduction.

- (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.
- (2) In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

(b) Knowledge and skills.

- (6.1) **Health information.** The student comprehends ways to enhance and maintain personal health throughout the life span.

The student is expected to:

- (A) analyze healthy and unhealthy dietary practices;
- (B) explain the importance of a personal dietary and exercise plan;
- (C) compare immediate and long-range effects of personal health care choices such as personal and dental hygiene;
- (D) identify causes and affects associated with poor body image such as eating disorders and growth patterns;
- (E) examine the concept of cost versus effectiveness of health-care products;

- (F) describe the mental, physical, and social benefits of regular exercise and fitness;
- (G) describe the importance of establishing and implementing a periodic health-maintenance clinical assessment; and
- (H) demonstrate strategies for managing stress.

(6.2) **Health information.** The student recognizes ways that body structure and function relate to personal health throughout the life span.

The student is expected to:

- (A) analyze the relationships among the body systems;
- (B) describe changes in male and female anatomy and physiology during puberty;
- (C) analyze the role of hormones as they relate to growth and development and personal health; and
- (D) describe menstrual health and identify the relationship to reproduction.

(6.3) **Health information.** The student comprehends and utilizes concepts relating to health promotion and disease prevention.

The student is expected to:

- (A) describe various modes of disease transmission;
- (B) compare healthy cell growth to cell growth in the disease process; and
- (C) list noncommunicable and hereditary diseases and respective prevention and treatment techniques.

(6.4) **Health information.** The student comprehends ways of researching, accessing, and analyzing health information.

The student is expected to:

- (A) list ways to evaluate health products, practices, and services such as sunblocks, dietary aides, and over-the-counter medications; and
- (B) use critical thinking to research and evaluate health information.

(6.5) **Health behaviors.** The student engages in behaviors that reduce health risks throughout the life span.

The student is expected to:

- (A) analyze the use and abuse of prescriptions and non-prescription medications such as over-the-counter;
- (B) examine social influences on drug-taking behaviors;
- (C) describe chemical dependency and addiction to tobacco, alcohol, and other drugs and substances;

- (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;
- (E) identify ways to prevent the use of tobacco, alcohol, drugs, and other substances such as alternative activities;
- (F) demonstrate an understanding of basic first-aid procedures;
- (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;
- (H) identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations; and
- (I) explain the consequences of sexual activity and the benefits of abstinence.

(6.6) **Influencing factors.** The student understands how factors in the environment influence individual and community health.

The student is expected to:

- (A) identify factors that affect an individual's physical, emotional, and social health such as school climate and safety measures; and
- (B) make healthy choices from among environmental alternatives such as leaving a smoke-filled room or selecting healthy snacks from vending machines.

(6.7) **Influencing factors.** The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships.

The student is expected to:

- (A) differentiate between positive and negative relationships that can affect individual health such as clubs, gangs, or families;
- (B) explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior;
- (C) practice conflict resolution/mediation skills;

- (D) describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors; and
- (E) describe methods for communicating important issues with parents and peers.

(6.8) **Influencing factors.** The student comprehends how media and technology influence individual and community health.

The student is expected to:

- (A) identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web; and
- (B) explain the relationship between health needs and technology development such as the development of a Human Immunodeficiency Virus (HIV) vaccine.

(6.9) **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.

(6.10) **Personal/interpersonal skills.** The student describes healthy 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) define stress and its effects on individual health and relationships; and
- (G) identify stressors and their impact on the health of the individual and family

- (6.11) **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.

Source: The provisions of this §115.22 adopted to be effective September 1, 1998, 22 TexReg 7740.

§115.23. Health Education, Grade 7-8.

(a) Introduction.

- (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.
- (2) In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

(b) Knowledge and skills.

- (1) **Health information.** The student comprehends ways to enhance and maintain personal health throughout the life span.

The student is expected to:

- (A) analyze the interrelationships of physical, mental, and social health;
- (B) identify and describe types of eating disorders such as bulimia, anorexia, or overeating;

- (2) **Health information.** The student recognizes ways that body structure and function relate to personal health throughout the life span.
- (3) **Health information.** The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span.
- (4) **Health information.** The student knows how to research, access, analyze, and use health information.
- (C) identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability; and
- (D) describe the life cycle of human beings including birth, dying, and death.
- The student is expected to:
- (A) explain how differences in growth patterns among adolescents such as onset of puberty may affect personal health;
- (B) describe the influence of the endocrine system on growth and development;
- (C) compare and contrast changes in males and females;
- (D) describe physiological and emotional changes that occur during pregnancy; and
- (E) examine physical and emotional development during adolescence.
- The student is expected to:
- (A) explain the role of preventive health measures, immunizations, and treatment in disease prevention such as wellness exams and dental check-ups;
- (B) analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors;
- (C) distinguish risk factors associated with communicable and noncommunicable diseases; and
- (D) summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases.
- 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;

- (5) **Health behaviors.** The student engages in behaviors that reduce health risks throughout the life span.

- (C) demonstrate ways to use health information to help self and others; and
- (D) discuss the legal implications regarding sexual activity as it relates to minor persons.

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;
- (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;
- (F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;
- (G) demonstrate basic first-aid procedures including Cardiopulmonary Resuscitation (CPR) and the choking rescue;
- (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

- (6) **Influencing factors.** The student understands how physical and social environmental factors can influence individual and community health throughout the life span.
- (7) **Influencing factors.** The student investigates positive and negative relationships that influence individual, family, and community health.
- (8) **Influencing factors.** The student researches ways in which media and technology influence individual and community health throughout the life span.
- (9) **Influencing factors.** The student understands how social factors impact personal, family, community, and world health.
- (10) **Personal/interpersonal skills.** The student recognizes and uses communication skills in building and maintaining healthy relationships.
- (L) explain the importance of complying with rules prohibiting possession of drugs and weapons.
- The student is expected to:
- (A) relate physical and social environmental factors to individual and community health such as climate and gangs; and
- (B) describe the application of strategies for controlling the environment such as emission control, water quality, and waste management.
- 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.
- 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.
- The student is expected to:
- (A) describe personal health behaviors and knowledge unique to different generations and populations; and
- (B) describe characteristics that contribute to family health.
- 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.

Source: The provisions of this §115.23 adopted to be effective September 1, 1998, 22 TexReg 7740.

Texas

**Assessment of Knowledge
&
Skills**

(TAKS) Objectives

Grade 6 TAKS Reading—Objective 1

The TEKS and corresponding student expectations listed under Objective 1 will help students as they learn to read for the basic meaning of a text. In order to develop an initial understanding of what they read, students must be able to do three things: (1) use context and other word-identification strategies to help them understand the meaning of the words they read, (2) recognize important supporting details, and (3) understand what a selection or a portion of a selection is mainly about. These skills are the building blocks that students need in order to develop a deeper understanding of what they read.

TAKS Objectives and TEKS Student Expectations

Objective 1

The student will demonstrate a basic understanding of culturally diverse written texts.

- (6.9) **Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to
- (B) draw on experiences to bring meanings to words in context such as interpreting [idioms,] multiple-meaning words, and analogies (6–8);
 - (D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-* (4–8); and
 - (F) distinguish denotative and connotative meanings (6–8).
- (6.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
- (F) determine a text’s main (or major) ideas and how those ideas are supported with details (4–8); and
 - (G) paraphrase and summarize text to recall, inform, or organize idea , (4–8).

Grade 6 TAKS Reading—Objective 2

Developing an understanding of literary elements makes stories both more accessible and more meaningful to young readers. Learning to make connections between events, characters, and other elements of a story helps students relate what they have read to their own lives and experiences. At the same time, knowing about a story's characters, setting, and problem gives students an opportunity to relate to the story in concrete terms while learning about emotions and events that are beyond their own personal experiences.

TAKS Objectives and TEKS Student Expectations

Objective 2

The student will apply knowledge of literary elements to understand culturally diverse written texts.

(6.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

- (F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4–8);
- (G) recognize and analyze story plot, setting, and problem resolution (4–8); and
- (J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6–8).

Grade 6 TAKS Reading—Objective 3

All texts are not equally challenging. For students, reading a story may be much easier than reading a text that is based on science or social studies. However, to make academic progress, students must develop the ability to comprehend and process material from a wide range of texts. That is why it is important for students to develop the ability to know the purpose of the written text they are reading—how the author has organized information, how this organization affects the way the reader reads the text, and what distinctive features characterize a particular type of text. These are the skills students must learn if they are to become independent readers who can move beyond the literal meaning of a text and who have the ability to develop the deeper understandings needed in order to think critically about what they read, to connect what they know to new information, and to become independent learners.

TAKS Objectives and TEKS Student Expectations

Objective 3

The student will use a variety of strategies to analyze culturally diverse written texts.

(6.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies.

The student is expected to

- (E) use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4–8);
- (I) find similarities and differences across texts such as in treatment, scope, or organization (4–8); and
- (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4–8).

(6.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

- (A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4–8);
- (C) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants (2–8); and
- (H) describe how the author’s perspective or point of view affects the text (4–8).

Grade 6 TAKS Reading—Objective 4

To be successful in school, students must have the ability to bring different levels of understanding to the texts they read. Good readers can do more than “read the lines.” They ask themselves questions, make initial predictions, and create meanings as they move through a text. Good readers also know that as they read, they will likely change their mind about some of their early ideas and assumptions. Why? Because as they read and acquire a more complete “picture” of the text, their understanding deepens and grows. They are able to answer their own questions, think critically about what they’ve read, develop their own interpretations, and use relevant parts of the text to support these interpretations. In essence, reading is a complex process that requires students not only to read “between the lines” but also to read “beyond the lines,” relating what they’ve read to what they already know. In this way reading becomes an important tool for thinking and learning, both in school and in real life.

TAKS Objectives and TEKS Student Expectations

Objective 4

The student will apply critical-thinking skills to analyze culturally diverse written texts.

(6.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

(H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4–8); and

(J) distinguish fact and opinion in various texts (4–8).

(6.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to

(C) support responses by referring to relevant aspects of text [and his/her own experiences] (4–8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4–8).

(6.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6–8); and

(K) recognize how style, tone, and mood contribute to the effect of the text (6–8).

Grade 6 TAKS Mathematics—Objective 1

Knowledge of **numbers, operations, and quantitative reasoning** is critical for the development of mathematical skills. Students need to understand the value of digits based on their positions in numbers, including rational numbers, in order to read and work with numbers. Students should know how to use both negative and positive integers in real-life problems. Students should understand prime factorization of numbers and the exponential representation of numbers as used in science and mathematics. The understanding of common factors and multiples becomes important as students learn to simplify more complicated fractions and algebraic expressions. More abstract and complicated numbers will be used as students work with and distinguish among the four basic operations of addition, subtraction, multiplication, and division. Students should also be developing a sense of the reasonableness of an expected answer. Quantitative reasoning is knowing when an answer makes sense and is one purpose for rounding numbers to estimate. Students should be prepared to apply the basic concepts included in Objective 1 to other topics in sixth-grade mathematics. In addition, the knowledge and skills in Objective 1 at sixth grade provide the foundation for mastering the knowledge and skills in Objective 1 at seventh grade. Objective 1 groups together the basic building blocks within the TEKS—**numbers, operations, and quantitative reasoning**—from which all mathematical understanding stems.

TAKS Objectives and TEKS Student Expectations

Objective 1

The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

- (6.1) **Number, operation, and quantitative reasoning.** The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to
- (A) compare and order non-negative rational numbers;
 - (B) generate equivalent forms of rational numbers including whole numbers, fractions, and decimals;
 - (C) use integers to represent real-life situations;
 - (D) write prime factorizations using exponents; and
 - (E) identify factors and multiples including common factors and common multiples.
- (6.2) **Number, operation, and quantitative reasoning.** The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to
- (A) model addition and subtraction situations involving fractions with [objects,] pictures, words, and numbers;

- (B) use addition and subtraction to solve problems involving fractions and decimals;
- (C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates; and
- (D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required.

Grade 6 TAKS Mathematics—Objective 2

Understanding **patterns, relationships, and algebraic thinking** is an integral component of the foundation of algebra. In sixth grade, students should understand how to relate data in a problem situation to a proportion, set up the proportion, and then manipulate the data to find the missing information. These skills are applicable in geometry and in other academic areas, including science, social studies, and art. These skills are also useful in relating quantities in everyday situations such as cooking, carpentry, etc. Students should use variables to generate expressions and equations needed to solve problems. The concepts in Objective 2 should prepare students to continue their learning of more-advanced algebraic ideas. In addition, mastering the knowledge and skills in Objective 2 at sixth grade will help students master the knowledge and skills in Objective 2 at seventh grade. Objective 2 combines the basic algebra concepts within the TEKS **patterns, relationships, and algebraic thinking**.

TAKS Objectives and TEKS Student Expectations

Objective 2

The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

- (6.3) **Patterns, relationships, and algebraic thinking.** The student solves problems involving proportional relationships. The student is expected to
 - (A) use ratios to describe proportional situations;
 - (B) represent ratios and percents with [concrete] models, fractions, and decimals; and
 - (C) use ratios to make predictions in proportional situations.
- (6.4) **Patterns, relationships, and algebraic thinking.** The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to
 - (A) use tables and symbols to represent and describe proportional and other relationships involving conversions, sequences, perimeter, area, etc.; and
 - (B) generate formulas to represent relationships involving perimeter, area, volume of a rectangular prism, etc., from a table of data.

- (6.5) **Patterns, relationships, and algebraic thinking.** The student uses letters to represent an unknown in an equation. The student is expected to
- (A) formulate an equation from a problem situation.

Grade 6 TAKS Mathematics—Objective 3

Knowledge of **geometry and spatial reasoning** is important because the structure of the world is based on geometric properties. With this knowledge, students should be able to classify angles, identify angle relationships in basic polygons, and describe the relationship between basic terms of a circle. Students must learn to plot points on a coordinate grid using ordered pairs of non-negative rational numbers. These concepts build spatial reasoning skills that help develop an understanding of distance and location. The knowledge and skills contained in Objective 3 will allow students to understand the basic concepts of geometry as related to the real world. In addition, the knowledge and skills in Objective 3 at sixth grade are closely aligned with the knowledge and skills in Objective 3 at seventh grade. Objective 3 combines the fundamental concepts of size and shape found within the TEKS **geometry and spatial reasoning**—from which all geometric understanding is built.

TAKS Objectives and TEKS Student Expectations

Objective 3

The student will demonstrate an understanding of geometry and spatial reasoning.

- (6.6) **Geometry and spatial reasoning.** The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to
- (A) use angle measurements to classify angles as acute, obtuse, or right;
- (B) identify relationships involving angles in triangles and quadrilaterals; and
- (C) describe the relationship between radius, diameter, and circumference of a circle.
- (6.7) **Geometry and spatial reasoning.** The student uses coordinate geometry to identify location in two dimensions. The student is expected to
- (A) locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.

Grade 6 TAKS Mathematics—Objective 4

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Understanding the concepts and uses of **measurement** has many real-world applications and provides a basis for developing skills in geometry. Students will continue to develop measurement skills, including angle measurement, in order to solve application problems. These problems will require students to correctly use formulas and appropriate units of measure. The understanding and application of measurement concepts provide students with the skills necessary to solve problems in geometry and develop spatial perception. These skills are important in real-world applications and in other academic disciplines. Understanding the basic concepts included in Objective 4 will prepare students to apply measurement skills in various situations. In addition, the knowledge and skills found in Objective 4 at sixth grade are closely aligned with the knowledge and skills found in Objective 4 at seventh grade. Objective 4 includes the concepts within the TEKS from which an understanding of **measurement** is developed.

TAKS Objectives and TEKS Student Expectations

Objective 4

The student will demonstrate an understanding of the concepts and uses of measurement.

- (6.8) **Measurement.** The student solves application problems involving estimation and measurement of length, area, time, temperature, capacity, weight, and angles. The student is expected to
- (A) estimate measurements and evaluate reasonableness of results;
 - (B) select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter and circumference), area, time, temperature, capacity, and weight;
 - (C) measure angles; and
 - (D) convert measures within the same measurement system (customary and metric) based on relationships between units.

Grade 6 TAKS Mathematics—Objective 5

Understanding **probability and statistics** will help students become informed consumers of data and information. As students become more skilled in describing and predicting the results of a probability experiment, they should begin to recognize and account for all the possibilities of a given situation. Students should be able to compare different graphical representations of the same data and solve problems by analyzing the data presented. Students must be able to recognize appropriate and accurate representations of data in everyday situations and in information related to science and social studies (for example, in polls and election results). The knowledge and skills contained in Objective 5 are essential for processing everyday information. In addition, the knowledge and skills in Objective 5 at sixth grade provide the foundation for mastering the knowledge and skills in Objective 5 at seventh grade. Objective 5 includes the concepts within the TEKS that form the groundwork for an understanding of **probability and statistics**.

TAKS Objectives and TEKS Student Expectations

Objective 5

The student will demonstrate an understanding of probability and statistics.

- (6.9) **Probability and statistics.** The student uses experimental and theoretical probability to make predictions. The student is expected to
- (A) construct sample spaces using lists, tree diagrams, and combinations; and
 - (B) find the probabilities of a simple event and its complement and describe the relationship between the two.
- (6.10) **Probability and statistics.** The student uses statistical representations to analyze data. The student is expected to
- (A) [draw and] compare different graphical representations of the same data;
 - (B) use median, mode, and range to describe data;
 - (C) sketch circle graphs to display data; and
 - (D) solve problems by collecting, organizing, displaying, and interpreting data.

Grade 6 TAKS Mathematics—Objective 6

Knowledge and understanding of **underlying processes and mathematical tools** are critical for students to be able to apply mathematics in their everyday lives. Problems that occur in the real world often require the use of multiple concepts and skills. Students should be able to recognize mathematics as it occurs in real-life problem situations, generalize from mathematical patterns and sets of examples, select an appropriate approach to solving a problem, solve the problem, and then determine whether the answer is reasonable. Expressing these problem situations in mathematical language and symbols is essential to finding solutions to real-life questions. These concepts allow students to communicate clearly and to use logical reasoning to make sense of their world. Students can then connect the concepts they have learned in mathematics to other disciplines and to higher mathematics. Through an understanding of the basic ideas found in Objective 6, students will be able to analyze and solve real-world problems. In addition, the knowledge and skills in Objective 6 at sixth grade are closely aligned with the knowledge and skills in Objective 6 at seventh grade. Objective 6 incorporates the **underlying processes and mathematical tools** within the TEKS that re used in finding mathematical solutions to real-world problems.

TAKS Objectives and TEKS Student Expectations

Objective 6

The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

- (6.11) **Underlying processes and mathematical tools.** The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to
- (A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;
 - (B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; and
 - (C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.
- (6.12) **Underlying processes and mathematical tools.** The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models. The student is expected to
- (A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models .

- (6.13) **Underlying processes and mathematical tools.** The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to
- (A) make conjectures from patterns or sets of examples and nonexamples; and
 - (B) validate his/her conclusions using mathematical properties and relationships.

Grade 8 TAKS Reading—Objective 1

The TEKS and corresponding student expectations listed under Objective 1 will help students as they learn to read for the basic meaning of a text. In order to develop an initial understanding of what they read, students must be able to do three things: (1) use context and other word-identification strategies to help them understand the meaning of the words they read, (2) recognize important supporting details, and (3) understand what a selection or a portion of a selection is mainly about. These skills are the building blocks that students need in order to develop a deeper understanding of what they read.

TAKS Objectives and TEKS Student Expectations

Objective 1

The student will demonstrate a basic understanding of culturally diverse written texts.

- (8.6) **Reading/word identification.** The student uses a variety of word recognition strategies. The student is expected to
- (B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7–8).
- (8.9) **Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to
- (B) draw on experiences to bring meanings to words in context such as interpreting [idioms,] multiple-meaning words, and analogies (6–8);
 - (D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, or *un-* (4–8); and
 - (F) distinguish denotative and connotative meanings (6–8).
- (8.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
- (F) determine a text’s main (or major) ideas and how those ideas are supported with details (4–8); and
 - (G) paraphrase and summarize text to recall, inform, or organize ideas (4–8).

Grade 8 TAKS Reading—Objective 2

Developing an understanding of literary elements makes stories both more accessible and more meaningful to readers. Learning to make connections between events, characters, and other elements of a story helps students relate what they have read to their own lives and experiences. At the same time, knowing about a story’s characters, setting, and problem gives students an opportunity to relate to the story in concrete terms while learning about emotions and events that are beyond their own personal experiences.

TAKS Objectives and TEKS Student Expectations

Objective 2

The student will apply knowledge of literary elements to understand culturally diverse written texts.

- (8.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4–8);
 - (G) recognize and analyze story plot, setting, and problem resolution (4–8); and
 - (J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6–8).

Grade 8 TAKS Reading—Objective 3

All texts are not equally challenging. For students, reading a story may be much easier than reading a text that is science or social studies based. However, to make academic progress, students must develop the ability to comprehend and process material from a wide range of texts. That is why it is important for students to develop the ability to know the purpose of the written text they are reading—how the author has organized information, how this organization affects the way the reader reads the text, and what distinctive features characterize a particular type of text. These are the skills students must learn if they are to become independent readers who can move beyond the literal meaning of a text, who have the ability to develop the deeper understandings needed to think critically about what they read, to connect what they know to new information, and to become independent learners.

TAKS Objectives and TEKS Student Expectations

Objective 3

The student will use a variety of strategies to analyze culturally diverse written texts.

- (8.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
- (E) use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4–8);
 - (I) find similarities and differences across texts such as in treatment, scope, or organization (4–8); and
 - (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4–8).
- (8.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4–8);
 - (C) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants (2–8); and
 - (H) describe how the author’s perspective or point of view affects the text (4–8).

Grade 8 TAKS Reading—Objective 4

To be successful in school, students must have the ability to bring different levels of understanding to the texts they read. Good readers can do more than “read the lines.” They ask themselves questions, make initial predictions, and create meanings as they move through a text. Good readers also know that as they read, they will likely change their mind about some of their early ideas and assumptions. Why? Because as they read and acquire a more complete “picture” of the text, their understanding deepens and grows. They are able to answer their own questions, think critically about what they’ve read, develop their own interpretations, and use relevant parts of the text to support these interpretations. In essence, reading is a complex process that requires students not only to read “between the lines” but also to read “beyond the lines,” relating what they’ve read to what they already know. In this way reading becomes an important tool for thinking and learning, both in school and in real life.

TAKS Objectives and TEKS Student Expectations

Objective 4

The student will apply critical-thinking skills to analyze culturally diverse written texts.

(8.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

- (H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4–8); and
- (J) distinguish fact and opinion in various texts (4–8).

(8.11) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to

- (C) support responses by referring to relevant aspects of text [and his/her own experiences] (4–8); and
- (D) connect, compare, and contrast ideas, themes, and issues across text (4–8).

(8.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

- (I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6–8); and
- (K) recognize how style, tone, and mood contribute to the effect of the text (6–8).

Grade 8 TAKS Mathematics—Objective 1

Knowledge of **numbers, operations, and quantitative reasoning** is critical for the development of mathematical skills. Students need to understand the value of digits based on their positions in numbers, including rational numbers, in order to read and work with numbers. Students should know how to use both negative and positive rational numbers in real-life problems. Understanding squares and square roots becomes important as students learn to approximate the value of irrational numbers. The use of both negative and positive exponents in scientific notation is relevant in astronomy, microbiology, and chemistry and when using some calculators. Numbers that are more abstract and complicated will be used as students work with and distinguish among the four basic operations and the order in which they are used to solve equations. Students should also be developing a sense of the reasonableness of an expected answer. Quantitative reasoning is knowing when an answer makes sense and is one purpose for rounding numbers to estimate. Students should be prepared to apply the basic concepts included in Objective 1 to other topics in eighth-grade mathematics. In addition, the knowledge and skills in Objective 1 at eighth grade provide the foundation for mastering the knowledge and skills in the high school mathematics curriculum. Objective 1 groups together the basic building blocks within the TEKS—**numbers, operations, and quantitative reasoning**—from which mathematical understanding stems.

TAKS Objectives and TEKS Student Expectations

Objective 1

The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.

- (8.1) **Number, operation, and quantitative reasoning.** The student understands that different forms of numbers are appropriate for different situations. The student is expected to
- (A) compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;
 - (B) select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships;
 - (C) approximate mentally [and with calculators] the value of irrational numbers as they arise from problem situations ($\sqrt{2}$, $2\sqrt{3}$); and
 - (D) express numbers in scientific notation, including negative exponents, in appropriate problem situations [using a calculator].

- (8.2) **Number, operation, and quantitative reasoning.** The student selects and uses appropriate operations to solve problems and justify solutions. The student is expected to
- (A) select and use appropriate operations to solve problems and justify the selections;
 - (B) add, subtract, multiply, and divide rational numbers in problem situations;
 - (C) evaluate a solution for reasonableness; and
 - (D) use multiplication by a constant factor (unit rate) to represent proportional relationships; for example, the arm span of a gibbon is about 1.4 times its height, $a = 1.4h$.

Grade 8 TAKS Mathematics—Objective 2

Understanding **patterns, relationships, and algebraic thinking** is an integral component of basic algebra. At eighth grade, students will identify relationships using proportions to estimate percents and calculate rates. Students will generate, in mathematical terms or verbal descriptions, information from various forms of data to compare and contrast quantities. These skills will enable students to communicate results effectively by using graphs and tables in science and social studies. In addition students use these skills in monetary situations, including rates of exchange in currency. Students should be able to use an algebraic expression to locate any term in a pattern. Finding patterns in situations helps students see the mathematics in their world. Students should be able to use models, expressions with variables, and simple equations to solve problems. The concepts in Objective 2 should prepare students to continue learning more-advanced algebraic ideas. In addition, the knowledge and skills in Objective 2 are closely aligned with the knowledge and skills in the high school curriculum.

Objective 2 combines the basic algebra concepts within the TEKS—**patterns, relationships, and algebraic thinking**.

TAKS Objectives and TEKS Student Expectations

Objective 2

The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.

- (8.3) **Patterns, relationships, and algebraic thinking.** The student identifies proportional relationships in problem situations and solves problems. The student is expected to
- (A) compare and contrast proportional and non-proportional relationships; and
 - (B) estimate and find solutions to application problems involving percents and proportional relationships such as similarity and rates.

- (8.4) **Patterns, relationships, and algebraic thinking.** The student makes connections among various representations of a numerical relationship. The student is expected to
- (A) generate a different representation given one representation of data such as a table, graph, equation, or verbal description.
- (8.5) **Patterns, relationships, and algebraic thinking.** The student uses graphs, tables, and algebraic representations to make predictions and solve problems. The student is expected to
- (A) estimate, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations; and
 - (B) use an algebraic expression to find any term in a sequence.

Grade 8 TAKS Mathematics—Objective 3

Knowledge of **geometry and spatial reasoning** is important because the structure of the world is based on geometric properties. With this knowledge, students should be able to classify shapes, solids, and pairs of angles based on their properties. Students should also be able to use these properties to define similarity. Students must learn to plot points on a coordinate grid using ordered pairs of rational numbers. Students also need to become familiar with perspective views and nets of solids. Transformations of geometry in eighth grade, including dilations, reflections, and translations, become important as students begin to work with scale models in art, drafting, and cartography (mapmaking). All these concepts build spatial-reasoning skills that help develop an understanding of distance, location, area, and volume. The Pythagorean Theorem is widely used in construction and surveying. The knowledge and skills contained in Objective 3 will allow students to understand the basic concepts of geometry as related to the real world. In addition, the knowledge and skills in Objective 3 at eighth grade are closely aligned with the knowledge and skills in the high school curriculum. Objective 3 combines the fundamental concepts of size and shape found within the TEKS—**geometry and spatial reasoning**—from which geometric understanding is built.

TAKS Objectives and TEKS Student Expectations Objective 3

The student will demonstrate an understanding of geometry and spatial reasoning.

- (8.6) **Geometry and spatial reasoning.** The student uses transformational geometry to develop spatial sense. The student is expected to
- (A) generate similar shapes using dilations including enlargements and reductions; and
 - (B) graph dilations, reflections, and translations on a coordinate plane.

- (8.7) **Geometry and spatial reasoning.** The student uses geometry to model and describe the physical world. The student is expected to
- (A) draw solids from different perspectives;
 - (B) use geometric concepts and properties to solve problems in fields such as art and architecture;
 - (C) use pictures or models to demonstrate the Pythagorean Theorem; and
 - (D) locate and name points on a coordinate plane using ordered pairs of rational numbers.

Grade 8 TAKS Mathematics—Objective 4

Understanding the concepts and uses of **measurement** has many real-world applications and provides a basis for developing skills in geometry. Students will continue to develop measurement skills by using estimation, models, and nets to solve application problems involving surface area and volume. Students will use the Pythagorean Theorem and other formulas to solve problems, such as determining flight patterns, constructing buildings, and surveying land. Students will use their knowledge of proportion to describe how changes in dimensions affect distance, area, and volume. The understanding and application of estimation, theorems, formulas, and proportion provide students with the skills necessary to determine the reasonableness of answers and help students solve more-difficult problems in ninth grade, such as those that involve linear functions, equations, and inequalities. These skills are important in real-world applications and in other academic disciplines. Understanding the basic concepts included in Objective 4 will prepare students to apply measurement skills in a multitude of situations inside and outside the classroom. In addition, the knowledge and skills found in Objective 4 at eighth grade provide a foundation for the knowledge and skills in the high school curriculum. Objective 4 includes the concepts within the TEKS from which an understanding of **measurement** is developed.

TAKS Objectives and TEKS Student Expectations

Objective 4

The student will demonstrate an understanding of the concepts and uses of measurement.

- (8.8) **Measurement.** The student uses procedures to determine measures of solids. The student is expected to
- (A) find surface area of prisms and cylinders using [concrete] models and nets (twodimensional models); and
 - (C) estimate answers and use formulas to solve application problems involving surface area and volume.

- (8.9) **Measurement.** The student uses indirect measurement to solve problems. The student is expected to
- (A) use the Pythagorean Theorem to solve real-life problems; and
 - (B) use proportional relationships in similar shapes to find missing measurements.
- (8.10) **Measurement.** The student describes how changes in dimensions affect linear, area, and volume measures. The student is expected to
- (A) describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally; and
 - (B) describe the resulting effect on volume when dimensions of a solid are changed

Grade 8 TAKS Mathematics—Objective 5

Understanding **probability and statistics** will help students become informed consumers of data and information. When describing and predicting the results of a probability experiment, students should begin to recognize and account for all the possibilities of a given situation. Students should be able to compare different graphical representations of the same data and solve problems by analyzing the data presented. Data may be presented in scatterplots, circle graphs, bar graphs, histograms, etc., to convey information. Students should be able to recognize appropriate and accurate representations of data in everyday situations and in information related to science and social studies. Calculating measures of central tendency allows students to average grades, figure sports statistics, and determine election results, among other things. The knowledge and skills contained in Objective 5 are essential for processing everyday information. In addition, the knowledge and skills in Objective 5 at eighth grade provide the foundation for mastering the knowledge and skills in the high school curriculum. Objective 5 includes the concepts within the TEKS that form the groundwork for an understanding of **probability and statistics**.

TAKS Objectives and TEKS Student Expectations

Objective 5

The student will demonstrate an understanding of probability and statistics.

- (8.11) **Probability and statistics.** The student applies concepts of theoretical and experimental probability to make predictions. The student is expected to
- (A) find the probabilities of compound events (dependent and independent); and
 - (B) use theoretical probabilities and experimental results to make predictions and decisions.

(8.12) **Probability and statistics.** The student uses statistical procedures to describe data. The student is expected to

- (A) select the appropriate measure of central tendency to describe a set of data for a particular purpose;
- (B) draw conclusions and make predictions by analyzing trends in scatterplots; and
- (C) construct circle graphs, bar graphs, and histograms, [with and] without technology.

(8.13) **Probability and statistics.** The student evaluates predictions and conclusions based on statistical data. The student is expected to

- (A) evaluate methods of sampling to determine validity of an inference made from a set of data; and
- (B) recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.

Grade 8 TAKS Mathematics—Objective 6

Knowledge and understanding of **underlying processes and mathematical tools** are critical for students to be able to apply mathematics in their everyday lives. Problems that occur in the real world often require the use of multiple concepts and skills. Students should be able to recognize mathematics as it occurs in real-life situations, generalize from mathematical patterns and sets of examples, select an appropriate approach to solving a problem, solve the problem, and then determine whether the answer is reasonable. Expressing these problem situations in mathematical language and symbols is essential to finding solutions to real-life problems. These concepts allow students to communicate clearly and to use logical reasoning to make sense of their world. Students can then connect the concepts they have learned in mathematics to other disciplines and to higher mathematics. Through an understanding of the basic ideas found in Objective 6, students will be able to analyze and solve real-world problems. In addition, the knowledge and skills in Objective 6 at eighth grade are closely aligned with the knowledge and skills in the high school curriculum. Objective 6 incorporates the **underlying processes and mathematical tools** within the TEKS that are used in finding mathematical solutions to real-world problems.

TAKS Objectives and TEKS Student Expectations

Objective 6

The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.

- (8.14) **Underlying processes and mathematical tools.** The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to
- (A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;
 - (B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; and
 - (C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.
- (8.15) **Underlying processes and mathematical tools.** The student communicates about Grade 8 mathematics through informal and mathematical language, representations, and models. The student is expected to
- (A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.
- (8.16) **Underlying processes and mathematical tools.** The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to
- (A) make conjectures from patterns or sets of examples and nonexamples; and
 - (B) validate his/her conclusions using mathematical properties and relationships.

Social Studies Assessment—Grade 8, Objective 1

Objective 1 is a history objective and consists of TEKS that pertain to major issues and events in American history from 1607 to Reconstruction. This objective focuses primarily on the founding and growth of the United States. The knowledge and skills statements and student expectations describe many of the social and political tensions that challenged the developing nation. When teaching the TEKS student expectations for this objective, teachers should make students aware of the historical factors surrounding major events such as the American Revolution, the development of political parties, the westward expansion of the nation, and the Civil War. They should also help students understand how events and decisions made in the nation's early years connect to later events. An example would be how early debates about states' rights, such as the Nullification Crisis, eventually contributed to the outbreak of the Civil War. By studying the portions of the curriculum listed in Objective 1, students will gain an understanding of the early development of their nation. They will also understand the short-term and long-term consequences of the important events that occurred during this time period. This understanding will provide the foundation necessary for success on the tenth-grade and eleventh-grade exit level social studies assessments. Knowledge of their country's development gives students a sense of their historical past. The more students know about the historical events that have shaped our country, the more they can understand why these events occurred and how these events shape America's present course. In short, having the ability to look back prepares students for their future role as informed citizens capable of participating fully in American society.

Objective 1

The student will demonstrate an understanding of issues and events in U.S. history.

- (8.1) **History.** The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to
- (A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;
 - (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and
 - (C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861–1865.
- (8.2) **History.** The student understands the causes of exploration and colonization eras. The student is expected to
- (B) compare political, economic, and social reasons for establishment of the 13 colonies.
- (8.4) **History.** The student understands significant political and economic issues of the revolutionary era. The student is expected to

- (A) analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;
 - (B) explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, [the Marquis de Lafayette,] Thomas Paine, and George Washington;
 - (C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris; and
 - (D) analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.
- (8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to
- (C) explain the origin and development of American political parties;
 - (D) explain the [causes of and] issues surrounding important events of the War of 1812;
 - (E) [trace the foreign policies of Presidents Washington through Monroe and]explain the impact of Washington’s Farewell Address and the Monroe Doctrine;
 - (F) explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party; and
 - (G) analyze federal [and state] Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.
- (8.6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to
- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;
 - (B) explain the political, economic, and social roots of Manifest Destiny;
 - (C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation; and
 - (D) explain the major issues [and events] of the Mexican War and their impact on the United States.

- (8.7) **History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to
- (A) analyze the impact of tariff policies on sections of the United States before the Civil War;
 - (B) compare the effects of political, economic, and social factors on slaves and free blacks;
 - (C) analyze the impact of slavery on different sections of the United States; and
 - (D) compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.
- (8.8) **History.** The student understands individuals, issues, and events of the Civil War. The student is expected to
- (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln;
 - (B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House; and
 - (C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.

TAKS Social Studies Assessment—Grade 8, Objective 2

Objective 2 is the geography objective and consists of TEKS that center on the role of geographic factors in American history from the colonial period through Reconstruction. The knowledge and skills statements and student expectations in this objective focus on the influence of geography on the founding and growth of the United States. When teaching the student expectations in this objective, teachers should concentrate on the ways in which geographic issues affected major events such as westward expansion and the early economic and social development of the nation. For example, teachers might discuss the unique landforms that American pioneers faced as they moved from Missouri to Oregon. Students who gain geographic knowledge and understanding will recognize and appreciate the geographic issues that affect their daily lives. Examples of these issues are the development of traffic routes in their towns or cities; debates about land use, such as agriculture versus real estate development; the effects of drought on water use; and the movement of migrant laborers in search of work. A good understanding of past and present geography concepts enables students to participate in and make informed decisions about local, regional, and international geographic issues.

Objective 2

The student will demonstrate an understanding of geographic influences on historical issues and events.

- (8.6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to
- (E) identify areas that were acquired to form the United States.
- (8.10) **Geography.** The student uses geographic tools to collect, analyze, and interpret data. The student is expected to
- (B) [pose and] answer questions about geographic distributions and patterns shown on maps, graphs, charts, [models, and databases].
- (8.11) **Geography.** The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to
- (A) locate places and regions of importance in the United States during the 18th and 19th centuries;
 - (B) compare places and regions of the United States in terms of physical and human characteristics; and
 - (C) analyze the effects of physical and human geographic factors on major historical [and contemporary] events in the United States.
- (8.12) **Geography.** The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans and environment. The student is expected to

- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries.

TAKS Social Studies Assessment—Grade 8, Objective 3

Objective 3 consists of TEKS that concentrate on the role of economic and social factors in American history from the colonial period through Reconstruction. The knowledge and skills statements and student expectations centered on economics describe how economic factors influenced slavery, how economic forces resulted in the Industrial Revolution of the 19th century, and how the free-enterprise system developed in the United States. The knowledge and skills statements and student expectations focused on culture describe how people from many backgrounds contributed to the development of the United States during the 17th, 18th, and 19th centuries. When teaching the student expectations listed under this objective, consider how the development of a market-based economy with distinct regional characteristics affected U.S. society. Also consider how people from different social groups contributed to the growth of our national culture. By studying the curriculum listed under Objective 3, students will understand how economic and social factors played a major role in the early historical development of the United States. This knowledge helps create a foundation for studying the economic and social influences discussed in the high school course U.S. History Since Reconstruction and also helps students prepare for success on the eleventh-grade exit level social studies assessment. Understanding the economic development of the United States and the relationships among people from different racial, ethnic, and religious backgrounds prepares students to make informed decisions regarding the economy and to appreciate the diverse population of their country.

Objective 3

The student will demonstrate an understanding of economic and social influences on historical issues and events.

- (8.5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to
 - (B) summarize arguments regarding protective tariffs, taxation, [and the banking system].
- (8.13) **Economics.** The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to
 - (A) identify economic differences among different regions of the United States; and
 - (B) explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery.

- (8.14) **Economics.** The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to
- (B) identify the economic factors that brought about rapid industrialization and urbanization.
- (8.15) **Economics.** The student understands the origins and development of the free enterprise system in the United States. The student is expected to
- (A) explain why a free enterprise system of economics developed in the new nation.
- (8.24) **Culture.** The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to
- (D) analyze the contributions of people of various racial, ethnic, and religious groups [to our national identity]; and
 - (E) identify the political, social, and economic contributions of women to American society.
- (8.25) **Culture.** The student understands the major reform movements of the 19th century. The student is expected to
- (A) describe the historical development of the abolitionist movement; and
 - (B) evaluate the impact of reform movements including public education, temperance, women’s rights, [prison reform, and care of the disabled].
- (8.28) **Science, technology, and society.** The student understands the impact of science and technology on the economic development of the United States. The student is expected to
- (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, [and the Bessemer steel process];
 - (B) analyze the impact of transportation systems on the growth, development, and urbanization of the United States;
 - (C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally [and internationally]; and
 - (D) explain how technological innovations led to rapid industrialization.
- (8.29) **Science, technology, and society.** The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to
- (C) identify examples of how industrialization changed life in the United States.

TAKS Social Studies Assessment—Grade 8, Objective 4

Objective 4 is the political objective and consists of TEKS that center on the growth of representative government in early America. The knowledge and skills statements and student expectations in this objective focus on the development of representative institutions during the colonial period, the writing of the U.S. Constitution and the Bill of Rights, and issues related to constitutional law through Reconstruction. When teaching the student expectations in this objective, teachers should concentrate on how early political leaders drew inspiration from historical documents and balanced regional interests while forming a national government. For example, the Great Compromise of 1787 illustrates how political leaders constructed a form of representative government acceptable to representatives of both large and small states. Teachers should also focus on how the constitutional powers of the national government continued to evolve during the 90 years following the signing of the Constitution. By studying the curriculum listed under Objective 4, students will understand the development of representative government in early America. Understanding the evolution of early American government provides an important foundation that prepares students for further study in the high school course U.S. History Since Reconstruction.

Objective 4

The student will demonstrate an understanding of political influences on historical issues and events.

- (8.3) **History.** The student understands the foundations of representative government in the United States. The student is expected to
- (A) explain the reasons for the growth of representative government and institutions during the colonial period; and
 - (B) evaluate the importance of the Mayflower Compact, [the Fundamental Orders of Connecticut,] and the Virginia House of Burgesses to the growth of representative government.
- (8.16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to
- (A) identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, [and selected anti-federalist writings] on the U.S. system of government;
 - (B) summarize the strengths and weaknesses of the Articles of Confederation;
 - (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; and
 - (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.
- (8.17) **Government.** The student understands the impact of amendments on American society. The student is expected to

- (A) summarize the purposes for and processes of changing the U.S. Constitution; and
 - (B) describe the impact of the 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.
- (8.18) **Government.** The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to
- (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, [and George Mason]; and
 - (B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- (8.19) **Government.** The student understands the impact of landmark Supreme Court cases. The student is expected to
- (A) summarize the issues, decisions, and significance of landmark Supreme Court cases including *Marbury v. Madison*, [*McCulloch v. Maryland*, and *Gibbons v. Ogden*]; and
 - (B) evaluate the impact of selected landmark Supreme Court decisions including *Dred Scott v. Sandford* on life in the United States.
- (8.20) **Citizenship.** The student understands the rights and responsibilities of citizens of the United States. The student is expected to
- (A) define and give examples of unalienable rights; and
 - (B) summarize rights guaranteed in the Bill of Rights.
- (8.22) **Citizenship.** The student understands the importance of the expression of different points of view in a democratic society. The student is expected to
- (B) describe the importance of free speech and press in a democratic society.
- (8.23) **Citizenship.** The student understands the importance of effective leadership in a democratic society. The student is expected to
- (B) describe the contributions of significant political, social, [and military] leaders of the United States such as Frederick Douglass, [John Paul Jones,] James Monroe, and Elizabeth Cady Stanton.

TAKS Social Studies Assessment—Grade 8, Objective 5

Objective 5 is the skills objective and consists of TEKS that focus on the use of critical-thinking skills to analyze social studies information. Critical-thinking skills are a major component of all portions of the state-mandated curriculum. Social studies skills can and should be integrated into the teaching of the other four assessment objectives listed in this information book. The knowledge and skills statements and student expectations in this objective include a variety of strategies that students can employ to analyze and interpret written, visual, and statistical accounts of historical events. When teaching the student expectations in this objective, teachers should provide students with multiple opportunities to apply these strategies to both primary and secondary sources. It is only through the application of critical-thinking skills that students' understanding of early American history is deepened. By studying the curriculum listed in Objective 5, students will understand how to apply criticalthinking skills to analyze both historical and current information. Developing and reinforcing critical-thinking skills at this grade level provides students with the tools they need to be successful on the eleventh-grade exit level social studies assessment.

Objective 5

The student will use critical thinking skills to analyze social studies information.

- (8.30) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to
- (A) [differentiate between, locate, and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States;
 - (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations [and predictions], and drawing inferences and conclusions;
 - (C) [organize and] interpret information from [outlines, reports, databases, and] visuals including graphs, charts, timelines, and maps;
 - (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants; and
 - (F) identify bias in written, [oral,] and visual material.

Curriculum Framework

Suggestions for Improvements

Name _____

School _____

Subject Area _____

Date Submitted _____

Please provide suggestions for improving this document's overall organization and contents. Include specific information that can facilitate your planning for instruction, scope and sequence, documentation of the essentials knowledge and skills/achievement test/record keeping, or anything else that will assist in making the document more useful for the next year.

Send your suggestions through your principal to the area administrator for curriculum/instruction. We appreciate your comments. Thank you.

Suggestions:
