

Alignment with New Health TEKS / Adopted 11- 2020

<i>Objectives</i>	<i>Grade</i>	<i>TEKS</i>	<i>TEKS / Student Expectations</i>
<p><i>Lesson 1:</i> <i>Assertiveness</i></p> <ul style="list-style-type: none"> ✓ <i>Demonstrate assertive body language and tone of voice</i> ✓ <i>Identify trusted grown-ups when you need help</i> ✓ <i>Recognize when to tell another trusted grown-up until you get the help you need</i> ✓ <i>Recognize that it is not your fault if someone hurts you</i> 	K	(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:	(E) demonstrate respect and communicate appropriately with individuals; and (F) identify and practice ways to solve conflicts with a friend.
		(8) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:	(A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911; and
		(9) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:	(B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations
	1st	(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:	(F) identify ways to respectfully communicate verbally and nonverbally; (
		(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:	(A) practice refusal skills to protect personal space and avoid unsafe situations;
		(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.

Lesson 2: The Power of Kind Words

- ✓ *Recognize that hurtful words are not safe*
- ✓ *Use kind words to make others feel included*
- ✓ *Demonstrate assertive body language and tone of voice*
- ✓ *Identify trusted grown-ups when you need help*
- ✓ *Recognize when to tell another trusted grown-up until you get the help you need*
- ✓ *Recognize that it is not your fault when someone hurts you*

K	(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:	(E) demonstrate respect and communicate appropriately with individuals; and (F) identify and practice ways to solve conflicts with a friend.
	(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:	(A) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness; and
	(8) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:	(A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911; and
	(9) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:	(B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations
	(12) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(C) describe appropriate actions to take in response to bullying such as telling a parent or another [a] trusted adult; and (D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
1st	(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:	(F) identify ways to respectfully communicate verbally and nonverbally; (H) identify and practice ways to solve conflicts with friends and peers.
	(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:	(A) practice refusal skills to protect personal space and avoid unsafe situations;

*Lesson 3:
Inappropriate Touch*

- ✓ *Identify the private parts of the body*
- ✓ *Recognize the only time someone may touch or look at the private parts of the body is when:*
 - *you need help*
 - *it is not a secret*
- ✓ *Demonstrate assertive body language and tone of voice*
- ✓ *Identify trusted grown-ups when you need help*
- ✓ *Recognize when to tell another trusted grown-up until you get the help you need*
- ✓ *Recognize that it is not your fault if someone touches your private parts*

	(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
K	(8) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:	(A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911; and
	(9) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:	(B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations
	(12) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
1st	(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:	(F) identify ways to respectfully communicate verbally and nonverbally;
	(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:	(A) practice refusal skills to protect personal space and avoid unsafe situations;
	(11) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:	(B) identify ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult.

Lesson 4: Neglect and Physical Abuse

- ✓ Distinguish between spanking and physical abuse
- ✓ Demonstrate assertive body language and tone of voice
- ✓ Identify trusted grown-ups when you need help
- ✓ Recognize when to tell another trusted grown-up until you get the help you need
- ✓ Identify emergency contact information, including 9-1-1
- ✓ Recognize that it is not your fault when someone hurts or leaves you home alone

	(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
K	(8) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:	(A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911; and
	(9) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:	(B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations
	(10) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:	(C) recall personal home address as part of a personal safety plan.
	(12) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(C) describe appropriate actions to take in response to bullying such as telling a parent or another [a] trusted adult; and (D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person
1st	(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:	(F) identify ways to respectfully communicate verbally and nonverbally;
	(9) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and	(A) discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and

demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:

reporting to a parent or another trusted adult or contacting 911; and

(10) Injury and violence prevention and safety-- healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:

(A) practice refusal skills to protect personal space and avoid unsafe situations;
(C) recall parents'/caregivers' phone numbers as part of a personal safety plan.

(11) Injury and violence prevention and safety-- healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:

(B) identify ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult.

(13) Injury and violence prevention and safety-- interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.