



IYG and TEKS Objectives Covered

HEALTH EDUCATION TEKS TEKS §115.22 & §115.23. Grades 6-8	"IT'S YOUR GAME...KEEP IT REAL!" LESSON OBJECTIVES Levels I-II (Grades 7-8)
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Knowledge & Skills: Health information

The student recognizes ways that body structure and function relate to personal health throughout the life span.

The student is expected to:

<ul style="list-style-type: none"> Describe changes in male and female anatomy and physiology during puberty Analyze the role of hormones as they relate to growth and development and personal health Describe menstrual health and identify the relationship to reproduction Compare and contrast changes in males and females Examine physical and emotional development during adolescence 	<p>Level I (Grade 7) - L8</p> <ul style="list-style-type: none"> Identify parts of the male and female reproductive system Understand the function of the male and female reproductive system
<ul style="list-style-type: none"> Describe physiological and emotional changes that occur during pregnancy 	<p>Level I (Grade 7) - L8, L9, L10 Level II (Grade 8) - L2, L3</p> <ul style="list-style-type: none"> State the physical, emotional, and social consequences of having sex

Knowledge & Skills: Health information

The student engages in behaviors that reduce health risks throughout the life span.

The student is expected to:

<ul style="list-style-type: none"> 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 	<p>Level I (Grade 7) - L4, L10, L12</p> <ul style="list-style-type: none"> List situations (places, peers, times) that may make it hard to say no to sex <p>Level I (Grade 7) - L6, L7, L10, L11, L12 Level II (Grade 8) - L4, L5</p> <ul style="list-style-type: none"> Identify the signs of being in a situation where it may be hard to say no to sex <p>Level I (Grade 7) - L9, L10, L11 Level II (Grade 8) - L5</p> <ul style="list-style-type: none"> Identify the pressures/influences (social, peer, partner, media) to have and not have sex <p>Level I (Grade 7) - L10, L11, L12 Level II (Grade 8) - L4, L5</p> <ul style="list-style-type: none"> Identify signs that let you know it may be hard to say no to sex (dealing out of control, lack of adult supervision, feeling pressured to do something that does not feel right)
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<ul style="list-style-type: none"> Identify ways to prevent the use of tobacco, alcohol, and other substances such as alternative activities 	<p>Level I (Grade 7) - L6, L7 Level II (Grade 8) - L5, L10</p> <ul style="list-style-type: none"> Recognize these signs as cues to use refusal strategies
<ul style="list-style-type: none"> Identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations 	<p>Level I (Grade 7) - L10, L11 Level II (Grade 8) - L4, L5, L10</p> <ul style="list-style-type: none"> Identify useful strategies for avoiding these types of situations Identify signs that let you know it may be hard to say no to sex (feeling out of control, lack of adult supervision; feeling pressured to do something that does not feel right)
<ul style="list-style-type: none"> Explain the consequences of sexual activity and the benefits of abstinence 	<p>Level I (Grade 7) - L8, L9, L10 Level II (Grade 8) - L2, L3</p> <ul style="list-style-type: none"> State the physical, emotional, and social consequences of having sex <p>Level I (Grade 7) - L10 Level II (Grade 8) - L6, L7</p> <ul style="list-style-type: none"> Recognize that the only 100% effective way of avoiding HIV, STD, or getting pregnant is to not have sex

Knowledge & Skills: Influencing factors

The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships.

The student is expected to:

<ul style="list-style-type: none"> Differentiate between positive and negative relationships that can affect individual health such as clubs, gangs, or families 	<p>Level I (Grade 7) - L2,L3 Level II (Grade 8) - L8, L9</p> <ul style="list-style-type: none"> List characteristics of healthy/unhealthy relationships Identify healthy and unhealthy characteristics of relationships Identify relationships with friends, boyfriends or girlfriends that are not healthy <p>Level I (Grade 7) - L3</p> <ul style="list-style-type: none"> Identify where you come in contact with friends, boyfriends, or girlfriends that are not healthy
<ul style="list-style-type: none"> Explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior 	<p>Level I (Grade 7) - L3</p> <ul style="list-style-type: none"> Identify where you come in contact with friends, boyfriends, or girlfriends that are not healthy <p>Level I (Grade 7) - L2, L3 Level II (Grade 8) - L8, L9</p> <ul style="list-style-type: none"> Demonstrate ability to make decision to have healthy relationships Demonstrate the ability to evaluate relationships <p>Level I (Grade 7) - L3 Level II (Grade 8) - L9</p> <ul style="list-style-type: none"> Demonstrate the ability to communicate expectations in relationships Demonstrate the ability to listen to your friends'/partner's

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<ul style="list-style-type: none"> Describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors 	<p>expectations in relationships</p> <p>Level I (Grade 7) - L4,L5, L10, L11 Level II (Grade 8) - L4, L5, L9</p> <ul style="list-style-type: none"> Describe what is a personal limit List ways to communicate your limits to friends/partner <p>Level I (Grade 7) - L9, L12 Level II (Grade 8) - L4, L10</p> <ul style="list-style-type: none"> List your personal limits regarding sex & intimate behaviors
<ul style="list-style-type: none"> Describe methods for communicating important issues with parents and peers 	<p>Level I (Grade 7) - L4, L5, L 10, L11 Level II (Grade 8) - L4, L5</p> <ul style="list-style-type: none"> List ways to communicate your limits to friends/partner <p>Level I (Grade 7) - L9, L10 Level II (Grade 8) - L4, L5</p> <ul style="list-style-type: none"> Recognize that communicating your personal intentions and limits will decrease risk of HIV/STD and pregnancy <p>Level I (Grade 7) - L10</p> <ul style="list-style-type: none"> Recognize that friends/partner will not know your limits unless you tell them
<p><i>Knowledge & Skills: Personal/interpersonal skill</i> <i>The student describes healthy ways to communicate consideration and respect for self, family, friends, and others.</i> <i>The student is expected to:</i></p>	
<ul style="list-style-type: none"> Describe healthy ways to express affection and love 	<p>Level I (Grade 7) - L7, L10, L11 Level II (Grade 8) - L4, L5</p> <ul style="list-style-type: none"> Identify different ways to suggest/bring up alternative activities <p>Level II (Grade 8) - L5</p> <ul style="list-style-type: none"> List alternative activities (e.g. go see a movie, get a pizza, meet up with some friends)
<ul style="list-style-type: none"> Demonstrate ways to communicate empathy to others and have consideration for others 	<p>Level II (Grade 8) - L9</p> <ul style="list-style-type: none"> Demonstrate the ability to listen to your friends'/partner expectations in relationships
<p><i>Knowledge and Skills: Personal/interpersonal skill</i> <i>The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions.</i> <i>The student is expected to:</i></p>	
<ul style="list-style-type: none"> Seek the input of parents and other trusted adults in problem solving and goal setting 	<p>Level I (Grade 7) - L3</p> <ul style="list-style-type: none"> Identify peers and adults that you can talk to about setting and communicating expectations or healthy relationships Identify peers and adults that will help you evaluate relationships

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	<p>Level I (Grade 7) - L9 L10 Level II (Grade 8) - L4, L5</p> <ul style="list-style-type: none"> Recognize that communicating your personal intentions and limits will decrease risk of HIV/STD and pregnancy <p>Level I (Grade 7) - L10</p> <ul style="list-style-type: none"> Identify friends/peers/adults who will support you to avoid and/or help identify signs of risky situations Identify peers and adults who will support your use of refusal strategies to not have sex
<ul style="list-style-type: none"> Demonstrate the use of refusal skills in unsafe situations 	<p>Level I (Grade 7) - L5 L6 L7, L10, L11 Level II (Grade 8) - L4, L5, L10</p> <ul style="list-style-type: none"> Demonstrate the ability to use refusal skills in multiple situations (e.g. peer pressure, social situations, when you really like the person) <p>Level I (Grade 7) - L7, L11 Level II (Grade 8) - L4, L5, L10</p> <ul style="list-style-type: none"> Demonstrates ability to suggest an appropriate alternative activity to sex <p>Level I (Grade 7) - L10, L11, L12 Level II (Grade 8) - L4, L5, L10</p> <ul style="list-style-type: none"> Demonstrates ability to identify signs and situations that may make it hard to say no to sex
<ul style="list-style-type: none"> Explain the impact of peer pressure on decision making 	<p>Level I (Grade 7) - L2, L3 Level II (Grade 8) - L8, L9</p> <ul style="list-style-type: none"> Identify relationships with friends, boyfriends or girlfriends that are not healthy <p>Level I (Grade 7) - L3, 10 Level II (Grade 8) - L8, L9</p> <ul style="list-style-type: none"> Identify the pressures/influences (social, peer, media) to have and not have healthy relationships List ways/strategies to avoid friends, boyfriends, or girlfriends that are not healthy