

# Module Correlation Chart

## TEKS

### §115.33. Advanced Health, Grades 11-12 (One-Half Credit).

- (A) General requirements. The recommended prerequisite for this course is Health I.
- (B) 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 Advanced Health, students are provided opportunities for researching, discussing, and analyzing health issues. This higher level of involvement provides students with experiences designed to reinforce positive health behaviors. Students are given the opportunity to learn more about technology, how it affects health, and how to use electronic technology to gain health information. The emphasis in this course is less related to learning facts and more related to providing students with the skills necessary to access their own health information and services and become health literate.
- (C) Knowledge and skills.

Texas Essential Knowledge and Skills (TEKS)		Modules
<b>(1)</b>	<b>Health information. The student applies technology to analyze and appraise personal health. The student is expected to:</b>	
(A)	generate a personal-health profile using appropriate technology such as stress reduction, body fat composition, and nutritional analysis; and	
(B)	explain how technology can influence health.	
<b>(2)</b>	<b>Health information. The student researches and analyzes information in the management of health promotion and disease prevention. The student is expected to:</b>	
(A)	investigate various sources in the community that promote health and prevent disease; and	
(B)	design health promotion materials.	
<b>(3)</b>	<b>Health information. The student investigates the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:</b>	
(A)	analyze problems during various stages of fetal development;	
(B)	investigate the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding;	

(C)	describe the harmful effects of certain substances on the fetus such as alcohol, tobacco, environmental hazards such as lead, and other drugs;	
(D)	analyze roles of relationships and responsibilities relating to marriage; and	
(E)	analyze behavior in romantic relationships that enhance dignity, respect, and responsibility.	
<b>(4)</b>	<b>Health information. The student evaluates the validity of health information. The student is expected to:</b>	
(A)	research current health-related standards related to health information and products from valid sources such as the Centers for Disease Control and Prevention and the Food and Drug Administration;	
(B)	analyze health information based on health-related standards; and	
(C)	evaluate the impact of laws relating to the use of medication, alcohol, tobacco, and other drugs/substances.	
<b>(5)</b>	<b>Health information. The student describes the effect of marketing and advertising on health behavior. The student is expected to:</b>	
(A)	analyze marketing and advertising techniques in health-product and service promotion; and	
(B)	apply marketing and advertising techniques to health promotion.	
<b>(6)</b>	<b>Health information. The student evaluates and utilizes communication skills in building and maintaining healthy relationships. The student is expected to:</b>	
(A)	apply effective communication skills for building and maintaining healthy relationships;	
(B)	design strategies for implementing effective conflict resolution/mediation strategies; and	
(C)	present a model for effective communication skills.	
<b>(7)</b>	<b>Health behaviors. The student generates strategies that address health-risk behaviors. The student is expected to:</b>	
(A)	participate in school-related efforts to address health-risk behaviors;	
(B)	develop a plan to participate in community efforts to address health-risk behaviors;	
(C)	develop educational-safety models for children and adults for use at home, school, and in the community;	
(D)	evaluate the impact of laws relating to tobacco, alcohol, drugs and other substances;	
(E)	investigate treatment plans for drug addiction; and	
(F)	describe the interrelatedness of alcohol and other drugs to health problems such as drugs and date rape, Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), and drinking and driving.	
<b>(8)</b>	<b>Influencing factors. The student researches and evaluates a variety of environmental factors that impact personal and community health. The student is expected to:</b>	
(A)	analyze the impact of environmental factors such as air, water, or noise on the health of the community such as air pollution affecting asthma and drought conditions affecting water supplies;	

(B)	formulate strategies for combating environmental factors that have a detrimental effect on the health of a community; and	
(C)	develop strategies for aiding in the implementation of a community environmental health plan.	
<b>(9)</b>	<b>Influencing factors. The student assesses the impact of the economy on community and world health. The student is expected to:</b>	
(A)	relate economic status to availability of health services within the community; and	
(B)	analyze health care costs of various health services in different countries.	
<b>(10)</b>	<b>Influencing factors. The student recognizes the importance of personal contributions to the health of the community. The student is expected to:</b>	
(A)	research and/or participate in community health programs that benefit various populations such as volunteering for teen health lines and volunteering in nursing homes; and	
(B)	participate in a presentation to educate others about a variety of health issues such as panel discussions and role plays or skits to inform younger students about the dangers of drug use or smoking.	
<b>(11)</b>	<b>Influencing factors. The student understands issues related to community health services. The student is expected to:</b>	
(A)	analyze how the cost, availability, and accessibility of health-care services affects the community; and	
(B)	evaluate how the selection of health care services, products, and information affects the community.	
<b>(12)</b>	<b>Influencing factors. The student investigates technological advances in the community that impact the health of individuals, families, and communities. The student is expected to:</b>	
(A)	describe technological advances available in the community that treat health problems such as medical procedures at local hospitals for treating heart disease and cancer; and	
(B)	locate health care facilities at which members of the community can obtain medical care.	
<b>(13)</b>	<b>Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:</b>	
(A)	create and apply strategies for communicating emotions, needs, and wants;	
(B)	demonstrate leadership skills for advocating health;	
(C)	investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse; and	
(D)	create strategies that promote the advantages of abstinence.	
<b>(14)</b>	<b>Personal/interpersonal skills. The student evaluates communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:</b>	
(A)	appraise effective communication skills that demonstrate consideration and respect for self, family, and others;	
(B)	associate effective communication with success in school and the workplace;	
(C)	explain the detrimental effects of inconsiderate and disrespectful behavior;	

(D)	apply criteria for using passive, aggressive, and assertive communication in relationships;	
(E)	analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; and	
(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.	
<b>(15)</b>	<b>Personal/interpersonal skills. The student synthesizes information and applies strategies for making health-promoting decisions. The student is expected to:</b>	
(A)	apply decision-making skills to health-promoting decisions;	
(B)	interpret information provided by parents and other adults; and	
(C)	determine causal connections that promote health in relationships.	
<b>(16)</b>	<b>Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:</b>	
(A)	research information regarding personal and family health concerns;	
(B)	design materials for health advocacy; and	
(C)	apply the concept of research and evaluation for determining health information for special populations.	

*Source: The provisions of this §115.33 adopted to be effective September 1, 1998, 22 TexReg 7740.*