

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR HEALTH EDUCATION Aim for Success High School

§Chapter 115.38 Health 1

(18) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:

- (B) identify character traits that promote healthy dating/romantic relationships and marriage;
- (C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children.

(19) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:

- (A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence;
- (B) analyze the characteristics of harmful relationships that can lead to dating violence;
- (C) analyze healthy strategies for preventing physical, sexual, and emotional abuse;
- (D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;
- (E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships;
- (F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries;
- (G) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity; and
- (H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.

(20) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student is expected to:

- (A) explain the process of fertilization occurs between a man and a woman through sexual intercourse;

(21) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:

- (A) research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals;
- (B) describe various modes of transmission of STDs/STIs;
- (C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;
- (D) describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms;
- (E) analyze the importance of STD/STI screening, testing, and early treatment for sexually active people
- (F) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;
- (G) analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs;
- (H) identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active;
- (I) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy; and
- (J) explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity.

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(19) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:

- (A) compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage;
- (B) analyze behaviors in romantic relationships that enhance dignity and respect; and
- (C) examine [describe] how a healthy marriage can provide a supportive environment for the nurturing and development of children.

(20) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:

- (C) discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk;
- (D) analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries; and
- (E) evaluate [examine and discuss] influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity.

(21) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:

- (A) analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health;

(22) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:

- (A) analyze the options available to teenage parents such as parenting, or the process of adoption and the legal rights of parties involved;
- (B) evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer;
- (D) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy;
- (E) identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer , cervical cancer , anal cancer , or other cancers that may occur in males and females;
- (F) analyze the benefits of abstinence from sexual activity, including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement;

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