TEKS CROSSWALK
GRADE 9

Modules Coming Soon:
Aggression, Erin's Law, Hygiene, Making Friends, Refocus

Standard	Objective	Adjusting to Today's New Normal	Agression	Adrenaline	All or Nothing Thinking	Anger Management	Anxiety	Avoiding Exploitations	Bullying & Cyberbullying	Character Traits	Coping Strategies	Coronavirus (COVID-19)	Cultural Implications	Depression	Digital Citizenship	Future Goals	Getting to Know You	Healthy Communication	Healthy Relationships	Impulsive Decision Making	Irrational Thinking	Keeping Calm	Learned Helplessness	Learning How to Say "No Thanks"	LGBTQIA	Life Changes & Adjustments	Mindfulness	Motivation	Primary and Secondary Impacts of Behavior	Putting it All Together	Raising Awareness of Opiod Addiction	Refocus	Resilience	Restorative Practices	Self-Esteem	Social Justice Series, Part 1, Equity	Strategies for Successful Return to School	Stress Management	Suicide Education and Prevention	Talking to Adults	Truancy	Vision of Self
ELA.9.1.A	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.1.D	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.2.A	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.4.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.4.G	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected toevaluate details read to determine key ideas														•																												
ELA.9.5.A	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to describe personal connections to a variety of sources, including self-selected texts		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.5.B	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to write responses that demonstrate understanding of texts, including comparing texts within and across genres	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.5.C	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to use text evidence and original commentary to support a comprehensive response				•				•	•	•				•					•			•															•				
ELA.9.5.E	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.5.F	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond using acquired content and academic vocabulary as appropriate		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.5.G	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to discuss and write about the explicit or implicit meanings of text	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.5.H	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond orally or in writing with appropriate register, vocabulary, tone, and voice	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.6.B	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils								•											•																		•				
ELA.9.8.C	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to evaluate the author's use of print and graphic features to achieve specific purposes	•																																								

TEKS CROSSWALK
GRADE 9 - DRUG MODULES

Standard	Objective	Alcohol	Bath Salts	Cigarettes	Cocaine	Hallucinogens and Dissociative Drugs	Heroin	Inhalants and the Choking Game	Marijuana and Concentrates	MDMS/Ecstasy	Methamphetamine	Prescription Drugs	Synthetic Marijuana	Vaping and JUULing	Section 01-Into & Disclosure	Section 02-Prec-Course Knowledge Test	Section 03 - Pre-Course Attitude Survey	Section 04 - Drugs and the Mind - Emotions and Drugs	Section 05 - Drugs and the Mind - Moods and Drugs	Section 06 - Drugs and the Mind - Drugs and the Brain	Section 07 - Drugs and the Body - Absorption of Drugs	Section 08 - Drugs and the Body - Route Variance	Section 09 - Drugs and the Body - Mixing Drugs	Section 10 - Drugs and the Body - Overdose	Section 11 - Drugs and the Body - The Cycle of Abuse	ection 12 - Drugs and Relationships - Friends and Drugs	ion 13 - Drugs and Relationships - Lying, Concealment, and Deception	Motivation	Section 14 - Drugs and Relationships - Responsibilities	Section 15 - Overcoming Drugs - Life Story	ction 16 - Overcoming Drugs - The "Forget You" Moment	ction 17 - Overcoming Drugs - Brainstorming the Future	Section 18 - Overcoming Drugs - Refusal, Coping, and Withdrawal	Section 19 - Overcoming Drugs - Triggers and Goals	Section 20 - Overcoming Drugs - Relapse	Section 21 - Living Drug-Free - Why Kids Use	Section 22 - Living Drug-Free - Moving Forward	Section 23 - Living Drug-Free - Impulsivity	Section 24 - Post-Course Attitude Survey	Section 25 - Post-Course Knowledge Acquisition Test	Section 26 - Close
ELA.9.1.A	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.1.D	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.2.A	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.9.4.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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ELA.9.6.B	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils																		•																				
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TEKS CROSSWALK

GRADE 10

Modules Coming Soon:
Aggression, Erin's Law, Hygiene,
Making Friends, Refocus

BASE EDUCATION

Standard	Objective	Adjusting to Today's New Normal	Agression	Adrenaline	All or Nothing Thinking	Anger Managgement	Anxiety	Avoiding Exploitations	Bullying & Cyberbullying	Character Traits	Coping Strategies	Coronavirus (COVID-19)	Cultural Implications	Depression	Digital Citizenship	Future Goals	Getting to Know You	Healthy Communication	Healthy Relationships	Impulsive Decision Making	Irrational Thinking	Keeping Calm	Learned Helplessness	Learning How to Say "No Thanks"	LGBTQIA	Life Changes & Adjustments	Mindfulness	Motivation	imary and Secondary Impacts of Behavior	Putting It All Together	Raising Awareness of Opiod Addiction	Refocus	Resilience	Restorative Practices	Self-Esteem	Social Justice Series, Part 1, Equity	trategies for Successful Return to School	Stress Management	Suicide Education and Prevention	Talking to Adults	Truancy	Vision of Self
ELA.10.1.A	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.10.2.A	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.10.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.10.4.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.10.4.G	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to evaluate details read to determine key ideas																																									
ELA.10.5.A	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to describe personal connections to a variety of sources, including self-selected texts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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ELA.10.5.E	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.10.5.F	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond using acquired content and academic vocabulary as appropriate	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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ELA.10.8.A	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to analyze the author's purpose, audience, and message within a text																																									
ELA.10.8.C	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to evaluate the author's use of print and graphic features to achieve specific purposes																																									

TEKS CROSSWALK
GRADE 10 - DRUG MODULES

Standard	Objective	Alcohol	Bath Salts	Cigarettes	Cocaine	Hallucinogens and Dissociative Drugs	Heroin	Inhalands and the Choking Game	Marijuana and Concentrates	MDMS/Ecstasy	Methamphetamine	Prescription Drugs	Synthetic Marijuana	Vaping and JUULing	Section 01-Into & Disclosure	Section 02-Prec-Course Knowledge Test	Section 03 - Pre-Course Attitude Survey	Section 04 - Drugs and the Mind - Emotions and Drugs	Section 05 - Drugs and the Mind - Moods and Drugs	Section 06 - Drugs and the Mind - Drugs and the Brain	Section 07 - Drugs and the Body - Absorption of Drugs	Section 08 - Drugs and the Body - Route Variance	Section 09 - Drugs and the Body - Mixing Drugs	Section 10 - Drugs and the Body - Overdose	Section 11 - Drugs and the Body - The Cycle of Abuse	Section 12 - Drugs and Relationships - Friends and Drugs	ection 13 - Drugs and Relationships - Lying, Concealment, and Deception	Motivation	Section 14 - Drugs and Relationships - Responsibilities	Section 15 - Overcoming Drugs - Life Story	ection 16 - Overcoming Drugs - The "Forget You" Moment	ection 17 - Overcoming Drugs - Brainstorming the Future	Section 18 - Overcoming Drugs - Refusal, Coping, and Withdrawal	Section 19 - Overcoming Drugs - Triggers and Goals	Section 20 - Overcoming Drugs - Relapse	Section 21 - Living Drug-Free - Why Kids Use	Section 22 - Living Drug-Free - Moving Forward	Section 23 - Living Drug-Free - Impulsivity	Section 24 - Post-Course Attitude Survey	Section 25 - Post-Course Knowledge Acquisition Test	Section 26 - Close
ELA.10.1.A	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.10.2.A	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.10.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.10.4.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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ELA.10.5.E	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating																																								
ELA.10.5.F	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond using acquired content and academic vocabulary as appropriate	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.10.5.G	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to discuss and write about the explicit or implicit meanings of text	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.10.5.H	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond orally or in writing with appropriate register, vocabulary, tone, and voice	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.10.6.B	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events										•																														
ELA.10.8.A	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to analyze the author's purpose, audience, and message within a text	•																																							
ELA.10.8.C	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to evaluate the author's use of print and graphic features to achieve specific purposes	•																																							

TEKS CROSSWALK

GRADE 11

Modules Coming Soon:
Aggression, Erin's Law, Hygiene, Making Friends, Refocus

BASE EDUCATION

Standard	Objective	Adjusting to Today's New Normal	Agression	Adrenaline	All or Nothing Thinking	Anger Managgement	Anxiety	Avoiding Exploitations	Bullying & Cyberbullying	Character Traits	Coping Strategies	Coronavirus (COVID-19)	Cultural Implications	Depression	Digital Citizenship	Future Goals	Getting to Know You	Healthy Communication	Healthy Relationships	Impulsive Decision Making	Irrational Thinking	Keeping Calm	Learned Helplessness	Learning How to Say "No Thanks"	LGBTQIA	Life Changes & Adjustments	Mindfulness	Motivation	Primary and Secondary Impacts of Behavior	Putting It All Together	Raising Awareness of Opioid Addiction	Refocus	Resilience	Restorative Practices	Self-Esteem	Social Justice Series, Part 1, Equity	Strategies for Successful Return to School	Stress Management	Suicide Education and Prevention	Talking to Adults	Truancy	Vision of Self
ELA.11.1.D	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.2.A	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.4.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to establish purpose for reading assigned and self-selected texts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.4.G	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to evaluate details read to understand key ideas																																								
ELA.11.5.A	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to describe personal connections to a variety of sources, including self-selected texts																																								
ELA.11.5.C	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to use text evidence and original commentary to support an analytic response	•			•				•	•	•				•				•					•													•				
ELA.11.5.E	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.5.F	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond using acquired content and academic vocabulary as appropriate	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.5.G	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to discuss and write about the explicit and implicit meanings of text	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.5.H	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond orally or in writing with appropriate register and effective vocabulary, tone, and voice	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.6.B	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme								•										•																			•				
ELA.11.8.C	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to evaluate the author's use of print and graphic features to achieve specific purposes																																								

TEKS CROSSWALK
GRADE 11 - DRUG MODULES

Standard	Objective	Alcohol	Bath Salts	Cigarettes	Cocaine	Hallucinogens and Dissociative Drugs	Heroin	Inhalants and the Choking Game	Marijuana and Concentrates	MDMS/Ecstasy	Methamphetamine	Prescription Drugs	Synthetic Marijuana	Vaping and JUULing	Section 01-Into & Disclosure	Section 02-Prec-Course Knowledge Test	Section 03 - Pre-Course Attitude Survey	Section 04 - Drugs and the Mind - Emotions and Drugs	Section 05 - Drugs and the Mind - Moods and Drugs	Section 06 - Drugs and the Mind - Drugs and the Brain	Section 07 - Drugs and the Body - Absorption of Drugs	Section 08 - Drugs and the Body - Route Variance	Section 09 - Drugs and the Body - Mixing Drugs	Section 10 - Drugs and the Body - Overdose	Section 11 - Drugs and the Body - The Cycle of Abuse	Section 12 - Drugs and Relationships - Friends and Drugs	ection 13 - Drugs and Relationships - Lying, Concealment, and Deception	Motivation	Section 14 - Drugs and Relationships - Responsibilities	Section 15 - Overcoming Drugs - Life Story	ection 16 - Overcoming Drugs - The "Forget You" Moment	ection 17 - Overcoming Drugs - Brainstorming the Future	Section 18 - Overcoming Drugs - Refusal, Coping, and Withdrawal	Section 19 - Overcoming Drugs - Triggers and Goals	Section 20 - Overcoming Drugs - Relapse	Section 21 - Living Drug-Free - Why Kids Use	Section 22 - Living Drug-Free - Moving Forward	Section 23 - Living Drug-Free - Impulsivity	Section 24 - Post-Course Attitude Survey	Section 25 - Post-Course Knowledge Acquisition Test	Section 26 - Close
ELA.11.1.D	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.2.A	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.4.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to establish purpose for reading assigned and self-selected texts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.4.G	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to evaluate details read to understand key ideas										•																														
ELA.11.5.A	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to describe personal connections to a variety of sources, including self-selected texts																																								
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ELA.11.5.E	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.5.F	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond using acquired content and academic vocabulary as appropriate	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.5.G	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to discuss and write about the explicit and implicit meanings of text	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.5.H	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond orally or in writing with appropriate register and effective vocabulary, tone, and voice	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.11.6.B	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme																		•																							
ELA.11.8.A	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to analyze the author's purpose, audience, and message within a text			•																																					
ELA.11.8.C	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to evaluate the author's use of print and graphic features to achieve specific purposes			•																																					

TEKS CROSSWALK

GRADE 12

Modules Coming Soon:
Aggression, Erin's Law, Hygiene, Making Friends, Refocus

Standard	Objective	Adjusting to Today's New Normal	Agression	Adrenaline	All or Nothing Thinking	Anger Managgement	Anxiety	Avoiding Exploitations	Bullying & Cyberbullying	Character Traits	Coping Strategies	Coronavirus (COVID-19)	Cultural Implications	Depression	Digital Citizenship	Future Goals	Getting to Know You	Healthy Communication	Healthy Relationships	Impulsive Decision Making	Irrational Thinking	Keeping Calm	Learned Helplessness	Learning How to Say "No Thanks"	LGBTQIA	Life Changes & Adjustments	Mindfulness	Motivation	imary and Secondary Impacts of Behavior	Putting It All Together	Raising Awareness of Opiod Addiction	Refocus	Resilience	Restorative Practices	Self-Esteem	Social Justice Series, Part 1, Equity	trategies for Successful Return to School	Stress Management	Suicide Education and Prevention	Talking to Adults	Truancy	Vision of Self
ELA.12.2.A	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.12.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.12.4.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.12.4.G	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to evaluate details read to analyze key ideas																																									
ELA.12.5.C	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to use text evidence and original commentary to support an evaluative response	•			•				•	•	•				•				•					•													•					
ELA.12.5.E	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.12.5.F	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond using acquired content and academic vocabulary as appropriate	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.12.5.G	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to discuss and write about the explicit and implicit meanings of text	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.12.5.H	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.12.6.B	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme								•										•																			•					
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TEKS CROSSWALK
GRADE 12 - DRUG MODULES

Standard	Objective	Alcohol	Bath Salts	Cigarettes	Cocaine	Hallucinogens and Dissociative Drugs	Heroin	Inhalants and the Choking Game	Marijuana and Concentrates	MDMS/Ecstasy	Methamphetamine	Prescription Drugs	Synthetic Marijuana	Vaping and JUULing	Section 01-Into & Disclosure	Section 02-Prec-Course Knowledge Test	Section 03 - Pre-Course Attitude Survey	Section 04 - Drugs and the Mind - Emotions and Drugs	Section 05 - Drugs and the Mind - Moods and Drugs	Section 06 - Drugs and the Mind - Drugs and the Brain	Section 07 - Drugs and the Body - Absorption of Drugs	Section 08 - Drugs and the Body - Route Variance	Section 09 - Drugs and the Body - Mixing Drugs	Section 10 - Drugs and the Body - Overdose	Section 11 - Drugs and the Body - The Cycle of Abuse	Section 12 - Drugs and Relationships - Friends and Drugs	ection 13 - Drugs and Relationships - Lying, Concealment, and Deception	Motivation	Section 14 - Drugs and Relationships - Responsibilities	Section 15 - Overcoming Drugs - Life Story	ection 16 - Overcoming Drugs - The "Forget You" Moment	ection 17 - Overcoming Drugs - Brainstorming the Future	Section 18 - Overcoming Drugs - Refusal, Coping, and Withdrawal	Section 19 - Overcoming Drugs - Triggers and Goals	Section 20 - Overcoming Drugs - Relapse	Section 21 - Living Drug-Free - Why Kids Use	Section 22 - Living Drug-Free - Moving Forward	Section 23 - Living Drug-Free - Impulsivity	Section 24 - Post-Course Attitude Survey	Section 25 - Post-Course Knowledge Acquisition Test	Section 26 - Close
ELA.12.2.A	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.12.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.12.4.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.12.4.G	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to evaluate details read to analyze key ideas										•																															
ELA.12.5.C	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to use text evidence and original commentary to support an evaluative response																																									
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ELA.12.5.F	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond using acquired content and academic vocabulary as appropriate	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.12.5.G	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to discuss and write about the explicit and implicit meanings of text	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.12.5.F		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.12.6.B	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme																		•																								
ELA.12.8.A	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to evaluate the author's purpose, audience, and message within a text			•																																						
ELA.12.8.C	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to evaluate the author's use of print and graphic features to achieve specific purposes			•																																						